Report

on

Public Instruction in the Bombay Presidency for the Quinquennium 1917-18—1921-22

THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

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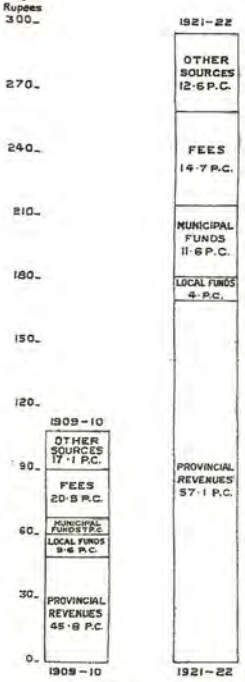
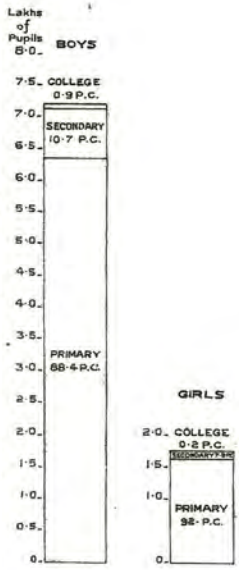
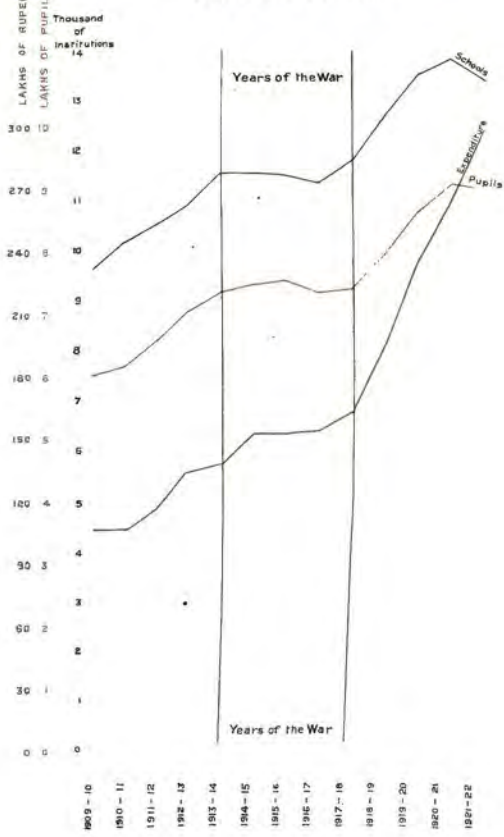


These two diagrams represent the number of boys and girls attending school on 31st March, 1922, and the percentage in each kind of institution.



PUBLIC INSTITUTIONS, PUPILS, AND EXPENDITURE.



PROGRESS OF EDUCATION IN THE BOMBAY PRESIDENCY, 1917-18—1921-22

CHAPTER I

GENERAL PROGRESS

I.—Characteristics of Education in this Presidency

1. The question of control is dealt with in Chapter II. Briefly, Government exercise control over public instruction of all kinds through the Director of Public Instruction, except that they deal direct with the University on matters of higher education. *Control*

2. Educational institutions are divided into two classes, Public and Private. Public institutions are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction, or by the University of Bombay, or by the Joint Examination Board, and which satisfy one or more of these authorities, as the case may be, that they have attained to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to the public examinations and tests held by the Department, or the University, or the Joint Examination Board. Private institutions are those which do not come under the above definition. They are for the most part indigenous institutions, and the education they provide is frequently of a religious character. Public institutions are further subdivided into publicly managed and privately managed. All institutions under the management of Government or of a District Local Board or a Municipality are classed as "publicly managed". Those under the management of private individuals or societies are classed as "privately managed" and are classified as Aided or Unaided according as they receive or do not receive monetary help in the shape of grants from Government or from local bodies. *Classification of Institutions (a) by Management.*

3. Educational institutions are also divided according to the curriculum which they follow. They are classified as (1) Primary schools, the instruction in which is wholly in the vernacular, the course (in this Presidency) being one of eight years; (2) Secondary schools, with a seven years' course leading up to the School-Leaving Examination for the purposes of Matriculation or Government service; (3) Colleges. *(b) by Kinds of Education*

4. The following diagram shows the classification according to standards, the period taken being shown against each :—

Schools.

		Standard.	Period.
Primary	Lower	.. Infants, I, II, III, and IV.	5 years.
	Upper	.. V, VI, and VII.	3 years.
Secondary	Middle	.. I, II, and III.	
	High	.. IV, V, VI, and VII.	4 ,,

College.

Second grade (Intermediate)	.. First and second year. ..		2 years.
First grade	B. A. or B. Sc. ..	.. ..	2 years.
	M.A. or M.Sc. ..	.. ..	2 ,,

It will be seen that a student who pursues the Arts or Science curriculum takes 16 years for the B. A. or B. Sc. degree and 18 years for the M. A. or M. Sc. degree.

5. The total number of pupils receiving instruction of all kinds is 958,392, and forms 5 per cent of the total population. Of these, 896,877 are in public institutions, 61,515 in private institutions. Of the pupils in public institutions 798,508 receive instruction in primary schools, 77,607 in secondary schools, 7,424 in colleges, and 13,338 in special schools; they form 4·1, 0·4, 0·03, and 0·07 per cent of the population. *Number of Pupils under Instruction.*

6. To indicate roughly the problem which has to be solved under the Primary Education Act recently passed in the Legislative Council it may be observed that the number of pupils in the Infant class and standards I to IV in public institutions

was 743,602, while that in private elementary institutions was 58,778. This gives a total of 802,380 pupils, which forms 4·1 per cent of the total population. Omitting all pupils under 5 and over 11, to whom compulsion will not be applied, the number of pupils under instruction in elementary schools amounts to 643,689. The number of persons between the ages of 5 to 10 in British Districts according to the Census of 1921 is 2,848,626. Thus the pupils under instruction form approximately only 22·5 per cent of the population of children who will eventually have to be brought under instruction.

Expenditure on different Kinds of Education.

7. The following table shows the expenditure incurred on the maintenance of different kinds of institutions :

—	Direct expenditure in 1921-22 in *lakhs of rupees.*				
	Provincial Revenues.	Local and Municipal Funds.	Fees and other private Sources.	Total.	Percentage of total.
Higher and Secondary institutions for boys	20	1	35	57	22·8
Primary schools for boys ..	88	24	14	126	50·4
Vocational institutions for boys .	19	1	7	27	11·0
Institutions of all sorts for girls ..	17	10	13	39	15·8
Total ..	144	36	69	249	100·0

It will be seen that only 15 per cent of the total expenditure is incurred on the education of girls. But this does not represent the full expenditure on girls' education, as 68,100 girls are receiving education in boys' schools. On the other hand, 6,039 boys are under instruction in girls' schools. If the average expenditure on account of the excess of 62,061 girls in boys' schools is added to the expenditure on girls' schools the total expenditure on the education of girls will amount to Rs. 57 lakhs and will form 22·9 per cent of the total expenditure, the number of girls under instruction forming 19·5 per cent of the total number of pupils under instruction.

II.—The War

8. A list of persons connected with education who proceeded on military duty is given in Appendix I. It includes the names of 46 persons, of whom 26 were in Government service and 20 in private service. Of those in Government service 20 were officers of the Indian Educational Service, 1 of the Bombay Educational Service, and 5 in the Subordinate Educational Service.

Remarks on the Indian Defence Force will be found in paragraph 69 of Chapter III.

9. Apart from the above direct war services, various kinds of war work were done by the members of the Department, especially in the matter of publicity by means of lectures, lantern shows, dramatic compositions, and exhibitions. Special care was taken to see that school boys were kept fully informed of the events and progress of the war from time to time and that misconceptions were dispelled and the correct situation understood. Armistice Day and Peace Celebration Day were celebrated and war medals were distributed among school children.

10. Apart from the various effects which the war had on the populace at large, among which may be mentioned a general broadening of outlook and a clearer idea of the meaning of the British Empire and of the place which India occupies in it, the general unrest which has resulted from the war, has acted as a powerful stimulus towards education. I have referred elsewhere to the very large increase in school attendance among the members of the less advanced classes in the Deccan and the Konkan. It is to these classes that the Marathas, who figured so largely as a fighting element in the War, belong.

III.—General Progress

Statistical Summary

(a) *Institutions and Pupils*

Institutions and Pupils

11. Institutions (public and private) have increased during the quinquennium by 1,636 to a total of 14,900, and their pupils by 177,888 to 958,392. Public

institutions have increased by 1,921 to 13,309 and their pupils by 157,492 to 896,877. As compared with the preceding year, however, public institutions and the pupils in them declined by 409 and 8,123, respectively, while private institutions showed an increase of 95 and the pupils in them an increase of 16,688. The increase in Private institutions and the decrease in Public institutions are chiefly the result of the Non-co-operation and Khilafat movements. The figures are further analysed in paragraphs 24, 91, 134, and 395.

12. The graphs attached to this section show the growth in the number of public institutions and pupils and in expenditure during the last 13 years, as also the sources from which the expenditure was met.

13. The following statement gives the figures for the various Educational Divisions of the Bombay Presidency, together with the percentages of those under instruction to the population :— *Increase in different Divisions*

—	Institutions in 1921-22.	Percentage of increase or decrease since 1916-17.	Pupils in 1921-22.	Percentage of increase or decrease.	Percentage of those under instruction to total population.
Bombay Division	2,773	+14·3	203,202	+23·8	4·4
Central "	3,927		253,606		4·9
Northern "	2,877		205,069		6·9
Southern "	2,400		156,899		4·9
Sind	2,783	+4·6	122,358	+17·3	3·7
Aden	53	+32·5	2,635	+18·5	4·7
Schools for Europeans and Anglo-Indians and English-teaching schools	87	+2·4	14,563	+15·7	....
Total ..	14,900	+12·3	958,192	+22·8	5·0

Owing to the creation in April, 1920, of the Bombay Division, which took over districts from each of the Revenue Divisions except Sind, it has not been possible to work out the percentages of increase and decrease separately for each of the newly constituted Divisions. It will, however, be seen that the Northern Division is the most advanced in point of education, and Sind the most backward.

14. The above figures include all institutions. If only public institutions are considered the figures are as follows :—

—	Public institutions in 1921-22.	Percentage of increase or decrease.	Pupils in 1921-22.	Percentage of increase or decrease.	Percentage of those in public institutions to total population.
Bombay Division	2,587	+14·7	195,632	+21·1	4·2
Central "	3,769		249,600		4·8
Northern "	2,275		166,331		5·6
Southern "	2,332		155,420		4·9
Sind	2,206	+28·8	112,086	+23·4	3·4
Aden	53	+32·5	2,635	+18·5	4·7
Schools for Europeans and Anglo-Indians and English-teaching schools	87	+2·4	14,563	+15·7	15·7
Total ..	13,309	+16·9	896,877	+21·3	4·6

It is the figures for public institutions that really count and afford a correct measure of the progress of education.

15. It may be noted that the percentage of increase among pupils in primary schools is 22·3, and in secondary schools 10·0, while in Colleges there was a decrease of 1·2 per cent. *Increase in different Kinds of Education*

(b) *Expenditure*

16. The following statement shows the receipts and expenditure from Imperial grants, which have been merged in the Provincial Revenues with effect from 1921-22 :— *Imperial Grants*

Statement showing the actual Expenditure

No.	Grants.	Accumulated savings from recurring grants available for non-recurring expenditure on 1st April, 1917.	Unspent balance on 1st April, 1917, non-recurring.
	Recurring grants.	Rs.	Rs.
1	Rs. 6,70,000 the Durbar grant for popular education given in 1912-13	24,479* 8,58,462 33,187†	....
2	Rs. 60,000 for the improvement of privately managed Anglo-Vernacular Schools of 1912-13.	3,478	....
3	Rs. 5,93,000 for the improvement and expansion of education of 1913-14.	10,13,431	....
4	Rs. 1,00,000 for the improvement of education generally of 1914-15	1,58,499	....
5	Rs. 2,50,000 for the improvement of the training and pay of teachers of 1917-18.	....	....
6	Rs. 4,00,000 for development of primary education of 1918-19 ..	....	....
Total	Rs. 20,73,000 Total ..	20,91,536	....
	Non-Recurring grants.		
1	Rs. 11,02,000 for educational expenditure of 1911-12 ..	....	8,927
2	Rs. 3,00,000 for the improvement and erection of hostels of 1912-13 .	....	13,432
3	Rs. 7,75,000 for the construction of hostels of 1913-14 ..	....	6,46,418
4	Rs. 31,00,000 for the improvement of education of 1913-14 ..	....	12,36,282
Total	Rs. 52,77,000 Total ..	....	19,05,059
	Grand Total ..	20,91,536	19,05,059

*Added to the grant of Rs. 7½ lakhs from the savings from the Durbar grant of 1912-13.
† Added to the grant of Rs. 31 lakhs from the savings from the Durbar grant of 1912-13.

from the several Imperial Grants.

Actual expenditure in					Accumulated savings from recurring grants available for non-recurring expenditure, on 1st April, 1921.	Unspent balance on 1st April, 1921, non-recurring.
1917-18.	1918-19.	1919-20.	1920-21.	1921-22.		
Rs.	Rs.	Rs.	Rs.		Rs.	
1,082	....	....	10,000	All grants merged in General Revenues.	13,397	....
6,42,877	7,14,123	6,87,540	6,72,395		8,21,524	....
....	1,246	1,350	....		30,591	....
60,465	61,174	61,732	60,000		107	....
4,27,913	4,34,542	4,80,647	5,73,373		14,68,956	....
72,413	77,895	1,10,000	1,46,915		1,51,271	....
1,86,384	2,17,429	2,26,670	2,26,670		1,42,856	....
....	....	63,006	4,00,000		7,36,994	....
13,91,134	15,06,409	16,30,945	20,89,353		33,65,696	....
1,000	....	750	694		....	6,483
1,232	1,386	....	....		....	10,814
15,375	1,20,766	22,280	15,000		....	4,72,997
2,66,181	1,51,976	1,34,306	42,931		....	6,41,936
2,83,788	2,74,128	1,57,336	58,625		....	11,32,230
16,74,922	17,80,528	17,88,281	21,47,978		33,65,696	11,32,230

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Expenditure.

17. The total expenditure on public institutions increased by Rs. 1,40,14,185 to Rs. 2,96,02,944, or by 89·8 per cent, during the quinquennium.

The sources from which the expenditure has been met and the increases which have taken place are shown in the following table :—

	1916-17.	1921-22.	Increase.	Percentage of increase.
	Rs.	Rs.	Rs.	
Provincial Revenues	75,50,817	1,69,88,259	94,37,442	125·0
Local Funds	8,87,297	11,52,442	2,65,145	29·9
Municipal Funds	13,49,073	34,34,545	20,85,472	154·6
Total, Public Funds ..	97,87,187	2,15,75,246	1,17,88,059	120·4
Fees	33,55,891	43,28,463	9,74,572	29·1
Other private sources	24,47,681	36,99,235	12,51,554	51·1
Total, Private Funds ..	58,01,572	80,27,698	22,26,126	38·4
Grand Total ..	1,55,88,759	2,96,02,944	1,40,14,185	89·8

18. The following table compares the expenditure from different sources and the rates of increase of the total expenditure in the different Divisions of the Presidency and in Aden, and on schools for Europeans and Anglo-Indians and English-teaching schools :—

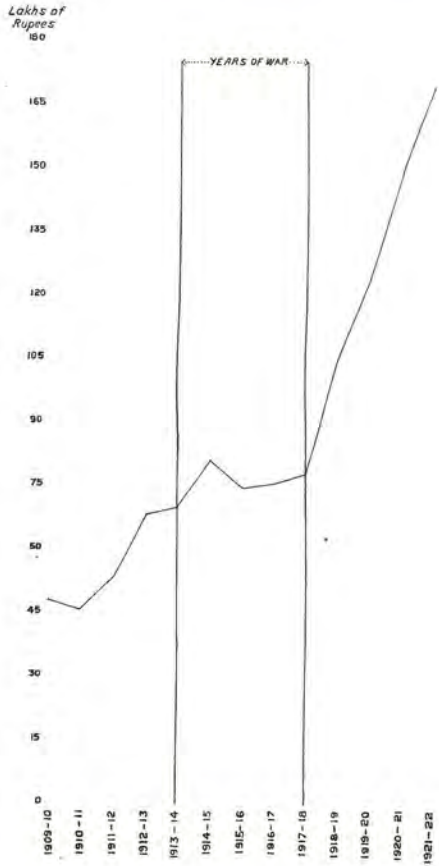
	Public expenditure.		Private expenditure.		Total expenditure.	
	Amount.	Percentage to total expenditure.	Amount.	Percentage to total expenditure.	Amount.	Percentage of increase in the quinquennium.
	Rs.		Rs.		Rs.	
Bombay Division ..	53,78,487	64·6	29,46,710	35·4	83,25,197	98·6
Central " ..	54,52,202	81·3	12,54,072	18·7	67,06,274	
Northern " ..	41,78,876	81·2	9,65,356	18·8	51,44,232	
Southern " ..	28,86,424	86·7	4,42,589	13·3	33,29,013	
Sind ..	29,71,460	79·1	7,83,438	20·9	37,54,898	80·3
Aden ..	39,975	40·2	59,351	59·8	99,326	35·5
Schools for Europeans and Anglo-Indians and English-teaching schools.	6,67,822	29·8	15,76,182	70·2	22,44,004	46·5
Total, Bombay Presidency	2,15,75,246	72·9	80,27,698	27·1	2,96,02,944	89·9

The excess of expenditure from public over that from private funds has risen from Rs. 39,85,615 in 1916-17 to Rs. 1,35,47,548 in 1921-22 or by 214·9 per cent.

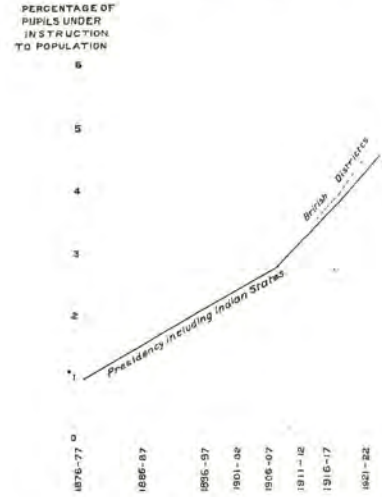
19. The following table compares the amounts of expenditure on education from Provincial Revenues, the proportions they bear to total expenditure, and the percentage of increase during the quinquennium :—

	Expenditure on education from Provincial Revenues in 1921-22.	Percentage of expenditure from Provincial Revenues to total expenditure.	Percentage of increase in expenditure from Provincial Revenues since 1916-17.
	Rs.		
Bombay Division	36,46,914	43·8	175·8
Central "	47,08,206	70·2	
Northern "	31,87,390	62·2	
Southern "	24,83,382	74·6	
Sind	22,56,965	60·1	101·0
Aden	39,975	40·2	28·4
Schools for Europeans and Anglo-Indians and English-teaching schools	6,65,427	29·7	21·8
Total ..	1,69,88,259	57·4	125·0

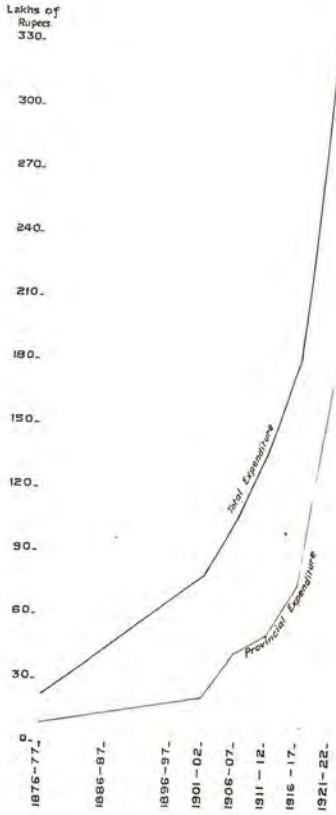
GRAPH SHOWING THE GROWTH OF EXPENDITURE ON EDUCATION FROM PROVINCIAL AND IMPERIAL FUND.



Graph Showing the Growth of the Percentage of Pupils under Instruction to Population.

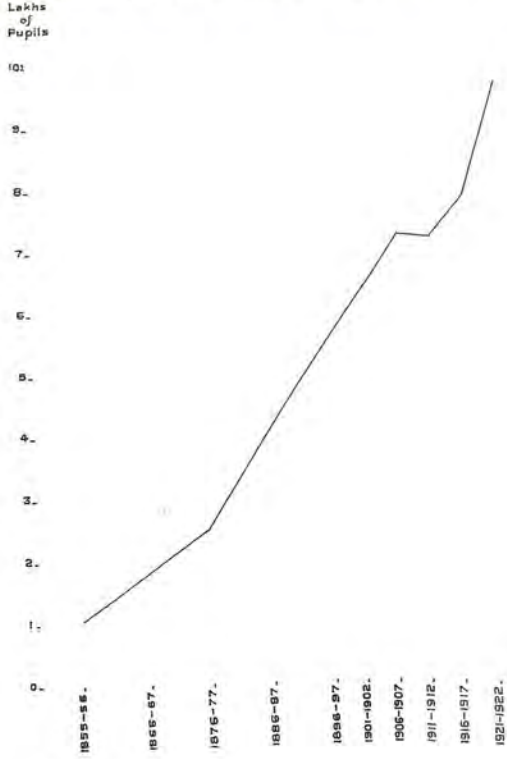


GRAPH SHOWING THE GROWTH IN TOTAL AND PROVINCIAL EXPENDITURE ON EDUCATION SINCE 1876-77



GRAPH SHOWING THE GROWTH IN THE No. OF PUPILS UNDER INSTRUCTION IN THE PRESIDENCY SINCE 1855.

(The figures up to 1906–07 include pupils in Indian States.)



20. The expenditure incurred by local bodies has increased from Rs. 22,36,370 to Rs. 45,80,987, or by 105·1 per cent—that from District Local Board funds from Rs. 8,87,297 to Rs. 11,52,442, or by 29·9 per cent, and that from Municipal funds from Rs. 13,49,073 to Rs. 34,34,545, or by 154·5 per cent. The amounts shown above represent expenditure from the funds of the local bodies only and do not include contributions from Provincial or Imperial funds. *Expenditure from Local Board and Municipal Funds*

21. The amount contributed by fees constitutes 14·6 per cent of the total expenditure. The annual fee payable by a student averages per head *Fees*

Rs. 111·3 in a college,
Rs. 30·5 in a secondary school,
Rs. 0·6 in a primary school.

These, together with endowments and subscriptions, are the sources from which education is financed. Including the Imperial grants, the Bombay Government spends 12·7 per cent of its revenues upon education. The total expenditure from all sources upon education represents Rs. 1·5 per cent per head of the population, of which Rs. 1·1 is met from public funds. *Inadequacy of Funds*

(c) *General Remarks*

22. The increase in the growth of institutions, pupils, and expenditure, which has been described in some detail above, indicates the progress of education in this Presidency. The other features of the quinquennium as revealed by the statistics may be summed up as follows :—Of the public insitutions, 10 are Arts and 7 Professional Colleges, and 463 Secondary, 12,622 Primary, and 207 Special Schools. The 12,622 public primary schools were distributed among 9,687 out of 26,736 inhabited towns and villages—an increase of 1,857 and 465. There are in all 771,127 male and 187,265 female pupils under instruction. The population under instruction in public institutions was per mille 71 males amd 20 females, or 46 per mille for males and females combined. Of the total number under instruction, 4,806 are Europeans and Anglo-Indians, 29,601 Indian Christians, 113,722 Brahmins, 609,152 Non-Brahmin Hindus (including 38,266 Depressed classes), 181,417 Mahomedans, 15,989 Parsis, 39 Budhists, and 3,666 " others ".

23. The following table, which gives statistics indicating the growth of education in this Presidency since 1855, will be found of interest :—

Years.	Population.	Institutions and pupils.		Expenditure.		Percentage of pupils under instruction to population.
		Institutions.	Pupils under instruction.	Total	Provincial.	
				Rs.	Rs.	
		British Districts and Native States together.				
1855-56 ..	....	2,875	106,040	....	....	
1876-77 ..	23,876,026	4,466	249,639	22,65,399	10,35,671	1·04
1901-02 ..	25,471,368	12,251	639,868	77,77,465	21,96,464	2·5
1906-07 ..		13,907	720,547	1,06,43,089	42,36,472	2·8
1911-12 ..	27,087,795	16,460	922,877	1,36,17,527	54,10,356	3·4
1916-17 ..		17,680	10,42,305	1,79,94,371	75,52,622	3·8
1921-22 ..	26,760,582	19,437	12,52,277	3,29,42,530	1,70,23,445	4·6
		British Districts only.				
1911-12 ..	19,683,249	12,517*	713,145*	1,17,61,799*	51,88,719*	3·6*
1916-17 ..		13,264	780,504	1,55,38,759	75,50,817	4·0
1921-22 ..	19,358,371	14,900	958,392	2,96,02,944	1,69,88,259	5·0

*Approximate only.

IV.—General Development

Main Features of the Quinquennium

24. The main features of the quinquennium may be summarised as under :—

(1) The inauguration of the Reformed Government in 1921, as a result of which education became a Transferred Subject in charge of an Indian Minister responsible to the Legislative Council, European education being, however, a Reserved Subject ; (2) The Non-co-operation and Khilafat movements ; (3) the Compulsory Primary Education Act of 1918 for Municipalities ; (4) appointment of a committee to investigate the problem of compulsory education for the entire Presidency ; (5) appointment of a Committee to investigate the problem of Technical education in the Presidency and to formulate proposals for its development ; (6) the opening of the Royal Institute of Science ; (7) the opening of training institutions for vernacular teachers to increase the output of trained teachers ; (8) provision of additional facilities in respect of accommodation, etc., in Government Arts Colleges ; (9) provision of special facilities for Mahomedan Education by the appointment of special Deputy Inspectors, the opening of Urdu High Schools and training institutions, and the award of special grants ; (10) provision of special facilities for the Backward classes such as the opening of Day and Night schools, the award of scholarships, supply of books and clothes, and the appointment of a special Inspecting Officer ; (11) the Development of Visual Instruction and the appointment of a special Deputy Inspector for the purpose ; (12) development of the Boy Scout Movement and the training of scout masters by a special officer ; (13) appointment of Medical Inspectors for the medical inspection of secondary schools ; (14) opening of Government Anglo-Vernacular Schools for girls ; (15) the opening of English classes attached to primary schools ; (16) special allotment of Rs. 13½ lakhs recurring and Rs. 15 lakhs non-recurring from surplus Excise Revenue and allotment of a recurring Imperial grant of Rs. 4 lakhs for the development of primary education ; (17) conferences.

Most of these are dealt with in the various chapters of this report. Some remarks are made here on some of the more important topics.

Non-co-operation and Khilafat Movements

A prominent feature of the quinquennium was the Non-co-operation movement which swept over the country at the end of 1920 and was at its greatest intensity in the early months of 1921. It was in Gujarat that the movement had most effect on education, while parts of Sind were considerably affected at the outset. The movement had spent most of its force before the end of the quinquennium and it was only in Gujarat that it continued to have any appreciable direct result in the shape of the abstention of students from recognised schools. The following statement showing the pupils in the various classes of public institutions for the three years 1919-20, 1920-21, and 1921-22 will show the effect of the movement on the attendance in secondary schools and colleges :—

Year.	Colleges.	Secondary schools.			Primary Schools.	Special Schools.	Total number of pupils in all Public Institutions.
		High Schools.	Middle Schools.	Total.			
1919-20 ..	7,682	56,550	25,823	82,373	760,122	11,706	861,883
1920-21 ..	7,501	53,950	22,302	76,252	807,036	14,211	905,000
1921-22 ..	7,424	55,545	22,162	77,907	798,598	13,338	896,877

I have dealt with the decrease in Secondary and Primary Schools in paragraphs 91 and 134. When it is stated that the total number of students in all classes of public institutions rose by 34,994 from 31st March, 1920, to the same date in 1922, it will be seen that the net direct result was inappreciable. There can, however, be no doubt that this deplorable movement has had a very serious effect upon the education of those who have been passing through the schools and colleges during the last year or two. Attendance became irregular even when students did not altogether leave the schools. As I remarked last year, the most unsatisfactory feature of the Non-co-operation movement has been the unsteadying effect it has had on the minds of the population of school-going age at the very time when concentration of thought and interest is most

essential, coupled with the loss of respect for constituted authority, whether that of the parent, of the school, or of the state, which the movement has entailed. I repeat the following from my last Annual Report :—

"Although the movement owed its origin to political causes, it was assisted to a considerable extent by the general feeling that our educational system is defective in that the education it imparts is too literary and not sufficiently practical. This is not the place to discuss the extent to which vocational or prevocational instruction can usefully be given side by side with general instruction whether primary or secondary. It might not, however, be amiss to observe that, though the syllabus of the Government School Final Examination, which was in existence from 1905 to 1918, made provision for such practical subjects as Shorthand and Typewriting, Drawing, Carpentry, Book-keeping and Commercial correspondence, and Agriculture, these subjects were taken by few or no candidates, while the experience of the few schools which offered an alternative course (chiefly of a commercial nature) in the higher standards was far from encouraging. The fact is that until the last few years there has been little or no demand for education of a practical character."

From an educational point of view it would appear that the results achieved by the movement in the direction of providing a better system of education have been disappointing. It was claimed that the education given in our schools was unsuited both in its methods and its curriculum to the needs of the people. I had hoped that the schools started by those who conducted the movement would at least provide us with valuable hints for the improvement of our educational methods. So far, however, as I have been able to discover, the instruction given in the so-called National Schools differs in no way from that given in other schools except for the addition of politics and the use of the spinning wheel. It is generally agreed by recognised educationists that the study of politics is not a useful occupation for school-boys. The Department has carefully enquired into the value of hand spinning, and has come to the conclusion that it has no educational value as a method of manual training and that it has little or no economic value. It has therefore decided not to introduce its use into the schools under its management. It has, however, permitted its introduction into the curriculum of such other schools as have applied for permission to introduce it, subject to the condition that it does not interfere with the teaching of the other subjects. Apart from this, it would appear that the National Schools are ill-equipped and ill-staffed; that the teaching in them is inefficient; and that the discipline is lax. It is further reported that the managers of recognised secondary schools commonly find that boys who have studied in such schools are as a rule far below the level of the standard to which they seek admission.

25. The following resolutions dealing with educational subjects were passed by the Legislative Council :— *Council Resolutions.*

(1) That all pupils belonging to the depressed classes studying in Local Board Primary Schools up to the Vernacular fourth standard be supplied free with school books, slates, and pencils, as far as funds permit.

(2) That the present procedure relating to the official approval of the plans and estimates for buildings for primary schools is unnecessarily cumbrous and requires to be revised so as to facilitate the speedy construction of such buildings.

(3) That grants for primary education to Municipalities unable to meet the necessary increased expenditure should be raised for a period of two years from one-half to two-thirds of their annual expenditure.

(4) That in view of bringing education within the reach of all classes this Council recommends the Government to lay down that the goal of free and compulsory primary education in this Presidency be reached as early as possible.

(5) That the College of Engineering at Poona should as soon as funds permit be expanded so as to make it capable of admitting from 100 to 150 students every year to the Engineers' classes instead of the present number of 60.

The first resolution has been given effect to. As a result of the second resolution, Government have sanctioned a revised procedure for the approval of plans and estimates. In regard to the third resolution, Government have passed orders sanctioning the payment of grants accordingly for two years in cases in which it is

proved to the satisfaction of Government that Municipalities are unable to meet their increased expenditure on primary education. As a result of the fourth resolution Government appointed a Committee to consider the whole question of the introduction of compulsory primary education throughout the Presidency excluding Bombay City. The report of the Committee was published in May, 1922. The subject came before the Legislative Council for discussion and a bill introducing compulsory education in the Presidency (excluding Bombay City) was passed. In regard to the fifth resolution, proposals for the expansion of the Engineering College so as to admit 100 students are now under consideration.

Visual Instruction

26. In 1912 ten magic lanterns were purchased by the Department. The number was subsequently increased to 98. The late Mr. Sharp, who was an expert in magic lanterns, and who took a keen interest in the subject, touring the Presidency and giving lectures with a lantern of his own, was able personally to direct the use of the lanterns and to see that full use was made of them. After his death the system created by him fell into abeyance and the use of the lanterns was greatly neglected. Government therefore decided in 1921 to create the post of a Deputy Inspector for Visual Instruction to organise and consolidate the scheme and to classify and catalogue the large stock of lantern slides, including those purchased from Mr. Sharp's estate.

Every Government secondary school and most of the training institutions have lanterns, the remainder, sixty in number, being entrusted to the Inspecting staff. There are different sets of slides dealing with History, Geography, Travel, Sanitation, and General Knowledge. Notes have been prepared explanatory of the different sets of slides. These sets are circulated in rotation to the various officers. Last year 1,223 lectures were given in the various schools, the number of slides used being nearly 15,000. Besides organising the work to be done by the various officers of institutions supplied with lanterns, arranging for the circulation of the slides, inspecting the lanterns, preparing slides, and other work of a technical nature, the Deputy Inspector himself gives a very large number of lectures not only in educational institutions but also to the general public. He is co-operating closely with the Agricultural and Health Departments and arranges for lectures to be given by members of those Departments. A scheme has also been prepared in consultation with the Registrar of Co-operative Societies for a series of lectures dealing with co-operation. I regard the work which is being done by this officer as of very great educational value. His lectures, which have, I believe, been generally well attended, cannot fail to be of great value as a means of educating the public in matters of general interest, thus affording a stimulus which will, it is hoped, lead to an improvement in matters concerned with their physical, economic, and social welfare. I have frequently advocated the use of the lantern and the cinematograph as a means of educating the masses and stimulating their interest in the matters indicated. I believe that the extended use of such means in rural areas as an educational agency would be of the greatest value.

Conferences

27. A conference of Divisional Inspectors, heads of training institutions, and certain other officials and non-officials was held in July, 1918, to draft schemes for Nature Study and School Gardening in vernacular schools and training colleges. The syllabuses drawn up by the Conference were issued in 1919. A second conference attended by the Divisional Inspectors, the Principals and Lady Superintendents of Vernacular Training Colleges, and the Inspector of Training Schools was held in July, 1919, at which various questions relating to the selection of candidates for training, the minimum and maximum age limits for admission, changes in the curriculum, and the preparation of Science Manuals and of a manual on the theory and practice of teaching and its translation into the different vernaculars, were discussed and settled. A third conference of Divisional Inspectors was held in July, 1920. Among the questions discussed were the opening of new primary schools, free building grants, and office management. Various conferences were also held by the Divisional and District Inspecting officers.

CHAPTER II.

CONTROLLING AGENCIES

I.—General

28. The control of Government over public instruction of all kinds is exercised through the Director, except that Government deal direct with the University on matters of higher education. The Director exercises direct control over all Government Colleges—Arts, Professional (excepting Agricultural and Medical, which are controlled by their respective Departments) and Technical, and over Government High Schools. In addition he advises Government on University matters. The five Divisional Inspectors are directly responsible to the Director of Public Instruction for the general control of secondary and primary education in their Divisions. They directly control the training institutions for primary teachers, the few Government primary schools, and the schools of the District Local Boards, which, outside the towns, form the bulk of the primary schools. They administer the grant-in-aid system. The Educational Inspector is represented in each district by a Deputy Inspector in the Provincial Service, who acts as his executive officer, especially for the purpose of the administration of the District Local Board primary schools. Under the new Primary Education Bill the administration of these schools is being transferred to District School Boards, the most radical change that has been made in the control of primary education since the Department was instituted. The general supervision of technical and industrial education is entrusted to a Committee of Direction, composed of officials and non-officials.

II.—The Educational Staff

29. Apart from the primary school teachers, who, though serving under the District Local Boards and Municipalities, form a cadre (numbering 24,560) whose services are in theory lent by Government to the Boards, the members of the educational staff fall under three services—the Imperial, the Provincial (Bombay Educational Service), and the Subordinate.

(i) The Indian Educational Service, which consists partly of European and partly of Indian officers, is recruited by the Secretary of State. Its members fill the posts of inspectors, principals, professors, head masters, etc. The pay is Rs. 400 rising by annual increments of Rs. 50 to Rs. 1,250, with junior selection grades of Rs. 1,250—50—1,500 for 15 per cent of the cadre and senior selection grades of Rs. 1,550—100—1,750 for 5 per cent of the cadre. Besides their pay officers of non-Indian domicile, and Indian officers taken up in the service before 1st December, 1919, are granted overseas pay of Rs. 150 rising to Rs. 200 in the 6th year and to Rs. 250 in the 9th year of service. The principals of colleges receive besides an allowance of Rs. 150, and the senior principal an allowance of Rs. 250, in addition to free quarters. The period of service ordinarily required for voluntary retirement is 25 years' qualifying service, and the pension in such a case amounts to Rs. 5,000 a year. The ordinary maximum pension for 30 years' qualifying service is Rs. 6,000. Besides this a special additional pension of Rs. 1,500 a year is admissible for approved service. A Director of Public Instruction of approved service can get Rs. 8,500 in all as pension. The scale for women is Rs. 400—25—850, with selection grades of Rs. 850—25—950—50—1,050 for 20 per cent of the cadre and an overseas pay at Rs. 25 admissible throughout the service to those of non-Indian domicile.

(ii) The Provincial Service (Bombay Educational Service), which is composed mainly of Indians, is recruited by the local Government. It includes Deputy Educational Inspectors and Head Masters of High schools, Lecturers and Assistant Professors, Superintendents and Personal Assistants, etc. The pay is Rs. 250 rising by annual increments of Rs. 20 to Rs. 650, with an efficiency bar at Rs. 550, and selection grades of Rs. 650—30—800 for 20 per cent of the cadre. The scale in the Women's provincial service is Rs. 200—10—340—efficiency bar—15—400, with selection grades of Rs. 400—25—500 for 20 per cent of the cadre.

(iii) The Subordinate Service, which is composed almost wholly of Indians and is recruited by the local Government, comprises such posts as those of assistant masters in secondary schools, assistant deputy educational inspectors, demonstrators, lecturers, assistants to professors, clerks, etc.

(iv) Outside posts are generally created for officers performing special duties.

30. The numbers in these services, the average emoluments, and the proportion of Europeans and Indians who occupy posts, are shown in the following statement :—

Service.	Number of officers.			
	European or domiciled Community.	Indian.	Total.	Average monthly pay in rupees.
Indian Educational Service	30	30	60	867·5
Bombay Educational Service	11	102	113	377·6
Subordinate Educational Service	3	1,425	1,428	101·8
Unclassified posts	1	25	26	365·3
Total ..	45	1,582	1,627	153·4

Direction.

31. The Director is assisted by one Assistant Director in the I. E. S., two Superintendents in the B. E. S., and an Assistant Superintendent and clerical staff of 35. The whole administration of the Department, with its personnel of over 26,000, including primary School teachers in addition to menials, falls on the Director of Public Instruction, who, to mention only one item, alone has power to dismiss any servant of the Department on more than Rs. 10 per mensem. The work has increased enormously during the last few years, the chief cause for this increase being the reorganisation of all the services. Taking into consideration all the services, *i.e.*, Imperial, Provincial, and Subordinate, and that of the Primary teachers, there have been some twelve separate reorganisations during the last five years. As may be imagined, the new Legislative Councils have involved, both directly and indirectly, much additional work, while the increased interest taken by all sections of the public in education has, it will readily be understood, led to a great increase in correspondence. The fact is that the Director is so busily engaged in reporting to Government on various matters, and in dealing with the direct administration of the Department, that he has little time to devote to educational problems, and finds little or no time to visit educational institutions, or to make himself conversant with local needs and conditions. The need for a Deputy Director who will free the Director from a large share of his present work is keenly felt.

The cost of Direction is Rs. 1,38,385, which represents 0·8 per cent of the total provincial expenditure on public instruction, a proportion which, it is believed, is lower than in any other province in India.

Inspection.

32. The Divisional Inspectors are chiefly occupied with their administrative duties, since at present the administration of District Local Board Primary schools, which form the bulk of the primary schools outside the towns, is directly vested in the Educational Inspector, who under the District Local Boards' Act is the disbursing officer of the Educational Funds of the Boards. The only inspection ordinarily performed by the Educational Inspectors is that of full High Schools, on which they report to the Director of Public Instruction. They are, however, expected to tour throughout their charges and by visiting schools of all classes to satisfy themselves that their subordinates are performing their duties satisfactorily and that the educational needs of the various communities, and of the various areas, receive sufficient attention. In spite of the creation of a new Division, comprising Bombay and four neighbouring districts, in 1920, the Educational Inspectors commonly complain that they have more work than they can adequately perform and that they have little or no time to devote to educational matters.

33. The following remarks by Mr. Hesketh may also be of interest :—

"It may be of interest to record that 50 years ago the pay of the Educational Inspector, C. D., was Rs. 1,500, and he had as an assistant a member of the Indian Civil Service who ultimately became Member of Council in charge of the Educational portfolio. The inward register for that year shows that 3,600 letters only were received, an average of less than 10 a day. The

maximum pay of the Educational Inspector was Rs. 1,500 down to 1919, since when it has been raised to Rs. 2,000 including Rs. 250 as overseas allowance."

34. Under the Educational Inspector, in each district there is the Deputy Inspector, who acts as the executive officer of the former, especially for the administration of District Local Board schools. He is entrusted with considerable powers; thus he can transfer teachers on equal pay and can make appointments up to Rs. 30. He is responsible for the preparation of the pay bills and the distribution of the teachers' pay. These duties, to which may be added the keeping of each teacher's leave account and service-book, keep the Deputy Inspector more than busy, and it can be easily imagined that he has little time to devote to the inspection of schools. He, however, is expected to inspect a certain number of schools in each part of his district. He also, with the aid of the better qualified of his assistants, inspects all secondary schools except full High Schools as well as assisting the Divisional Inspector in the inspection of High Schools. In addition he performs such miscellaneous duties as assisting in the examination of the vernacular training institutions, the Vernacular Final Examination, the Government Scholarship Examinations, holding conferences for school teachers, giving magic lantern lectures, etc. The bulk of the inspection work of primary schools is conducted by the Assistant Deputy Inspectors, who submit copies of their reports to the Deputy Inspector, who again forwards copies to the Educational Inspector and to the District Local Board. Each Deputy Inspector is assisted by from one to ten assistants, according to the number of schools in the district, the nature of the country, the distances to be travelled, etc. The usual allowance is one Assistant Deputy Inspector for every 5,000 children, but in many districts we have fallen considerably behind this ratio, and though 32 have been added during the quinquennium many districts are greatly in need of more, the result being that the schools get insufficient inspection, and, what is far more important, insufficient supervision. Every village school is supposed to be inspected once a year and to be visited again at least twice, but owing to the inadequacy of the staff it is not possible in all cases to comply with this requirement. In Sind, where the long distances to be travelled and the need for specially close supervision require the maintenance of a proportionately larger staff, the number of children to each Assistant Deputy Inspector is less than 3,000.

Local Bodies and Inspection

35. Except the Bombay Municipality, which maintains a complete staff for inspection and supervision, and a few of the larger city Municipalities, which maintain supervisors and, where compulsion has been introduced, attendance officers, the Boards as a rule rely entirely on the services of the Government inspecting staff.

Inspection and Examination

The practice followed is that of inspection rather than of examination, full and detailed in each subject and of each pupil, as the means of judging the work and general efficiency of all aided and recognised schools. To Government secondary schools also the same principle is applied, and the head masters are not required to await a regular examination of their schools from the inspecting staff for the purpose of class promotions. They arrange for the examination of their schools themselves and the Inspector at his annual or other visits inspects the institutions, tests their progress and general working, satisfies himself that the class promotions have not been injudiciously made, and offers such criticism as he considers necessary. The primary schools managed by Municipalities are governed by the same principle, the head masters generally holding the annual examinations immediately after the inspection is over. In the case of District Local Board primary schools, the rule ordinarily followed is that of examination and inspection in alternate years for schools of established efficiency, and of full examination of the rest.

Special Inspection

36. There are 3 Inspectresses of Girls' Schools in the I. E. S. besides an Inspectress for Urdu Girls' Schools in the B. E. S. The European and English-teaching schools are inspected by a special inspector designated the Inspector of European Schools. There are, besides, 7 special Mahomedan Deputy Inspectors for Urdu Schools in the Presidency proper and for Mulla Schools in Sind, and an Inspector of Training Schools, the last post having been abolished at the close of the quinquennium.

Special subjects taught in schools are subjected to expert inspection. There are thus a special Inspector for Science teaching, an Inspector for Drawing and Craft work, and a Deputy Inspector for Visual Instruction. Six Medical Inspectors (one for Bombay City and one for each of the five Divisions) were appointed in

the B.E.S. in April, 1921, but the posts of all of them were abolished with effect from August, 1922, as a measure of retrenchment.

37. The cost of the Government inspecting agency in 1921-22 was Rs. 13,28,177, being 4·5 per cent of the total expenditure and 7·8 per cent of the provincial expenditure, against Rs. 6,50,680 or 4·2 per cent of the total and 8·5 per cent of the provincial expenditure in 1916-17.

The percentage of the cost of inspection in the different divisions is as under :—

	Sind.	Southern Division.	Central Division.	Northern Division.	Bombay Division.	European and English teaching schools.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Cost	3,00,770	1,92,396	3,41,018	2,24,804	2,44,867	24,322
Percentage to total expenditure	8.0	5.7	5.0	4.3	2.9	0.1
Percentage to Provincial expenditure	13.3	7.7	7.2	7.0	6.7	3.6

The percentage of the cost of Direction and Inspection together (Rs. 14,66,562) is 6·8 per cent of the total expenditure on education from public funds and 8·6 per cent of the total expenditure from provincial funds.

III.—Other Agencies of Control

Civil officers

38. During the quinquennium the Revenue Officials, who formerly usually served as Presidents of the District Local Boards, were replaced by non-officials. In view of the fact that the District Local Board schools are directly administered by the Department the need for close co-operation between the Educational officers and those of the Revenue and other Departments of Government as well as with the non-official officers and members of the Boards will be readily recognised, and this need is strongly and continually impressed on the divisional and district inspecting staff.

IV.—Local Bodies

Duties of Local Bodies

39. The general development and extension of Primary education is an obligatory duty both of the District Local Boards and the Municipalities. As already stated, the District Local Board Primary schools are administered by the Department, the only material powers possessed by the Boards being those of passing the budgets (under which is included the approval of the plans and estimates for school buildings), and of deciding in what villages schools shall be maintained and what class of school in a particular village. The Municipalities exercise more complete control over their primary schools, but the rates of pay to be given to the teachers are prescribed by Government and, all trained teachers being in theory lent, a teacher dismissed by a Municipality is merely placed at the disposal of the Department either for confirmation of the dismissal or for further employment. The powers and duties of the Boards will be greatly changed under the new Education Bill.

The Number and Cost of Institutions managed by Local Bodies

40. Information regarding the contributions made by the Boards for the maintenance of Primary and other education will be found in Appendices IV and V.

Assistance rendered from Provincial Resources to Local Bodies

41. The following statement gives the growth of expenditure incurred by the Boards and the Municipalities on education of all kinds and the contribution from Provincial and Board revenues, the balance of the expenditure being met from fees and other sources :—

Year.	Local Boards.			Municipalities.		
	Total expenditure on institutions maintained by Local Boards.	Provincial contribution included in the preceding column.	Total expenditure of Local Boards on education (i.e., from Local Boards' funds).	Total expenditure on institutions maintained by Municipalities.	Provincial contribution included in the preceding column.	Total expenditure of Municipalities on education (i.e., from Municipal funds).
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1904-05	17,33,165	8,71,621	8,97,703	10,06,532	4,02,876	4,98,169
1916-17	38,65,274	30,14,837	8,87,297	20,95,113	6,16,212	13,49,073
1921-22	88,52,532	76,70,590	11,52,442	54,06,084	18,79,567	34,34,545

It will be seen that during the last 17 years the contribution from local cess has increased by Rs. 2,54,739 or by 28·3 per cent, while the provincial grant to the District Local Boards has increased by Rs. 67,98,969or by 780·03 per cent. On the other hand, while the contribution from Municipal funds during the same period has increased by Rs. 29,36,376 or 589·5 per cent, that from provincial revenues has increased by only Rs. 14,76,691 or by 366.5 per cent. During the quinquennium the District Local Board and Municipal contributions increased by Rs. 2,65,145 and Rs. 20,85,472, or by 29·9 per cent and 154·5 per cent respectively, while the Provincial contributions to the two bodies increased by Rs. 46,55,753 and Rs. 12,63,355, or by 154·4 per cent and 205·0 per cent respectively.

V.—Private Managing Agencies

Privately managed Institutions

42. Privately managed institutions number 3,295, or 24·7 per cent of the public institutions, and their pupils 205,873, or 22·9 per cent of the total number of pupils in public institutions. Of these, 3,122 institutions with 190,123 pupils are aided. The number of pupils studying in them by classes of institutions is given in the following table :—

	Colleges.	Secondary schools.	Primary schools.	Special schools.	Total.
Aided	3,451	51,081	128,720	6,871	190,623
Unaided	....	8,425	5,651	1,674	15,750
Total ..	3,451	59,506	134,371	8,545	206,373

Expenditure on these institutions is Rs. 79,72,978, made up of Rs. 25,38,013 from public funds, Rs. 24,81,847 from fees, and Rs. 29,53,118 from other sources. The expenditure on aided institutions amounts to Rs. 72,91,640 and is made up of Rs. 22,73,090 from Provincial funds, Rs. 2,64,923 from Municipal and Local funds, Rs. 20,64,598 from fees, and Rs. 26,89,089 from other sources.

The amount of recurring grant-in-aid given by Government towards the maintenance of privately managed institutions has increased during the past twenty-five years from Rs. 4,38,599 to Rs. 20,70,493 or by 372·1 per cent. During the quinquennium the increase was Rs. 9,16,008 or 79·3 per cent. In addition to this, large amounts are disbursed from public funds to meet the cost of buildings and other indirect expenditure connected with privately managed institutions. The expenditure on account of buildings and equipment from Provincial funds during the quinquennium amounted to Rs. 13,87,590, against Rs. 22,93,148 during the preceding quinquennium.

Missions

43. Conspicuous among the privately managed institutions which are doing useful educational work are those managed by Missions. They number 759, 2 Colleges, 90 Secondary schools, 640 Primary schools, 12 Training Institutions, and 15 other schools. Their total cost is Rs. 23,58,834, of which Rs. 4,17,969 comes from Mission funds, Rs. 6,29,581 from Provincial funds, Rs. 7,37,620 from fees, Rs. 14,400 from Local funds, and Rs. 5,59,264 from other sources. Details regarding these institutions are given in Appendix VII. The Missions educate 50,567 pupils, of whom 1,587 are in Colleges, 17,524 in Secondary schools, 31,722 in Primary schools, 252 in Training schools, and 482 in other schools. In addition to the institutions mentioned above, there are a considerable number of unrecognised schools managed by various Missions which are waiting for registration on attaining a sufficient degree of stability or efficiency.

Societies, Individuals, etc.

44. Among institutions maintained by special educational or philanthropic societies may be mentioned those of the Deccan Education Society, the Shikshan Prasarak Mandali, and the Poona Native Institution, all belonging to Poona and exercising a wide influence over the education of the youth of the Deccan; the Ahmednagar Education Society, the Depressed classes Mission Society of India, the Seva Sadan, Poona and Bombay, the Sir J. J. Parsi Benevolent Institution, the Sir Rustomjee Jamshetjee Jeejeebhoy schools, the Gokuldas Tejpal Schools, the Aryan Education Society, the General Education Society, the Indian Education Society, all in Bombay; the Konkan Education Society, Mahad, District Kolaba; the

Sarvajanik Education Society, Surat; the Navalrai Hiranand Academy, the Hindu Reform Association, and the Bhiria Education Society, in Sind; the Lingayat Education Association, Belgaum, and the Karnatak Education Society, Dharwar; and many others. This long list of institutions, founded for the spread of education and largely supported by philanthropy both in the shape of monetary contributions and of personal service, is an eloquent expression of that universal desire for education which is perhaps the strongest factor in the public life of this Presidency to-day. It is also the strongest security for the success of the future.

CHAPTER III

UNIVERSITIES

I.—Organisation

(By Mr. A. L. Covernton, I.E.S., Principal, Elphinstone College, Bombay.)

The work of the University

45. The University of Bombay was founded in 1857 and is mainly of the affiliating type. Its function is, first, by means of examination to find out persons who have acquired proficiency in different branches of Literature and Arts, Science, Surgery, Medicine, Engineering, Agriculture, Law, Commerce, and Teaching, and to reward them by academical degrees as evidence of their respective attainments: and, secondly, to provide guidance, instruction, and the requisite apparatus to those who wish to carry their studies beyond the point of graduation and to train such students in the habit and methods of research. For the latter purpose it maintains a school of Economics and Sociology with the object of training students in the methods of research in sociological problems. It arranges post-graduate lectures by selected persons for the benefit of students studying for the M.A. Examination. It maintains a reference library containing about 35,000 volumes, open to the Fellows and graduates of the University, and to the professors and students of the affiliated colleges. It also makes suitable grants to persons engaged in literary, historical, philosophical or scientific research in order to assist them in conducting their investigations.

Constitution: Syndicate and Senate

46. The University is a body corporate consisting of a Chancellor, Vice-Chancellor, and Fellows. The Governor of Bombay is *ex-officio* Chancellor and nominates the Vice-Chancellor to hold office for two years. Of the 100 Fellows, 20 are elected by registered Graduates and by the Faculties, and the rest are nominated by the Chancellor. The Chancellor, Vice-Chancellor, and Fellows constitute the Senate or Legislative Council, and the Senate is sub-divided into the four Faculties of Arts, Law, Medicine, and Science. The Syndicate is the executive body of the Senate. Its constitution was revised at the end of the last quinquennium: it has now 17 members, of whom the Vice-Chancellor and Director of Public Instruction are *ex-officio*: 15 members are elected annually, four by the Faculty of Arts, three by the Faculty of Science, two by the Faculty of Medicine, two by the Faculty of Law, four by the Senate: seven of the elected members must be Heads or Professors of Colleges. So far, the Syndicate has been able to get through its business by meeting monthly. Much of its work is done through seven Standing Committees dealing respectively with the Accounts, Library, Imperial Grants, Buildings, Gardens, School of Economics, Employment Bureau. The Syndicate and its committees are merely administrative and executive bodies. The controlling University authority is the Senate. But resolutions of the Senate modifying the regulations or affecting affiliation of colleges are subject to the approval of Government. There is no University body independent of the Senate. Both Senate and Syndicate are composed of persons of various professions and occupations. There is no University body composed entirely of educationists.

Reform of the University Constitution

47. In 1918, in response to a demand for a larger number of elected members in the Senate, proposals were laid by the University before Government to that effect. Government's decision on this had not been received when the University entered on a consideration of the constitution and working of the University in the light of the report of the Calcutta University Commission. A Committee of the Syndicate was appointed and its report was laid before the Senate, which in April, 1921, adopted the report with some modifications and forwarded it to Government. The resolutions of the Senate may thus be summarised: that secondary education and the first two years of collegiate education require remodelling:

that Intermediate Colleges, equivalent to the last year of a High School and first two years of a college, should be created, with a Central Board to direct and control secondary schools and Intermediate Colleges: that the medium of instruction and of examination in secondary schools should be the vernacular with an option of English, in Intermediate Colleges English with an option of vernacular for instruction: that the University should, in Bombay, concentrate in its own hands post-graduate teaching and research training in Arts and Science; in Poona, organise inter-collegiate work: that all colleges of the University be constituent colleges: that the existing constitution of the University should be retained and the composition of Syndicate and Senate be modified so as to enlarge the Syndicate slightly, raise the Senate's number to 150 and make 70 per cent of its members elective in various proportions by College Professors (25), Head Masters (5), registered graduates (20), Faculties (10), public bodies (10): that the Vice-Chancellor remain a half-time officer: that Boards to regulate examinations, Students' welfare, and Women's education be created: and that Women's colleges be created and special courses framed for women. Neither the Senate nor its committee entered into the cost of these proposals beyond pointing out that they cannot be carried out without grants from the State. There was a considerable minority who objected to the proposals for the creation of Intermediate Colleges on the ground that the desired improvement could be effected more economically, though with some additional expenditure, by reform of existing institutions. Nor was there unanimity as to the character and duration of the proposed Intermediate course. It has been suggested that the existing Joint Board might be developed into something like the Central Intermediate Board of the Calcutta Commission. The retention of English as medium of instruction and examination does not find favour with the representatives of the University from Poona. The capacity of the University to undertake the teaching of advanced Science courses is doubted by some, especially as the University at present has no Science institution of its own nor funds to equip and maintain one. The resolution about Women's University education was passed without much consideration of the details of the problem. The item on which the chief interest centred was the reconstitution of the Senate. These resolutions, which are now before Government, even if all that are financially feasible are approved, will not effect much change in the University and the general feeling seems to prevail that while the Bombay University has defects and problems of its own, these are not identical with those of Calcutta and on the whole less urgent and dangerous, and that this is not a suitable time to undertake costly reforms.

University Budget

48. Among other changes in the Senate's regulations may be mentioned the decision in 1918 that the Syndicate should submit the University's budget to the Senate at its annual meeting for approval. This gives the Senate power to control the financial dispositions of the Syndicate and to acquire knowledge of the sources of the University's income and expenditure.

Matriculation and School Final Examinations.

49. The suggestion of Sir Alfred Hopkinson that a Joint School-Leaving Examination should replace both the University's Matriculation and the Departmental School Final Examination has at last been carried out. A Joint Board was constituted from the 1st January, 1918, for a period of five years, and its regulations came into force from that date. The Board consists of ten members, five of whom including the Chairman are elected by the Senate from the Ordinary Fellows, three are nominated by Government, and two school masters of registered schools are co-opted by the other eight members. The Board conducts the School-Leaving Examination, appoints examiners, registers recognised schools, and has power to withdraw recognition. It has not at present any special staff for the inspection of schools, depending on the reports of the Educational Inspectors of Government and Indian States. The Board examines in certain subjects. Those who have passed at one and the same examination in English and an additional language, Arithmetic, Algebra and Geometry, History, and are certified by a Head Master of a registered school to possess satisfactory knowledge of Geography, Vernacular (or optional English), and Elementary Science according to courses prescribed by the Board are admitted by the University as Matriculates. Those who are certified by a Head Master of a registered school to have a satisfactory knowledge of Geography and pass the examination in English, Arithmetic, History, and two optional subjects are qualified for Government service. The required percentage for passing is 33 per cent. The Board also examines in single subjects. Thus one and the same

examination admits to both University and Government service, while the difference in what is to be required for admission to a University and to business or Government service is recognised. The Board held its first examination in 1919, when 5,609 candidates were examined and 2,470 Matriculated, while 330 qualified for Government service only. The number of examinees rose in 1922 to nearly 7,000. The number of those who qualify only for Government service remains about stationary. The Board finances itself from examination and registration fees, and any balance is to be handed over to the University. It was expected that the number of candidates would rise much more rapidly and its failure to do so, and the increased expenditure on examiners consequent on the more careful system of examination adopted, crippled the resources of the Board. Application has been made by the Board for grants to enable it to establish an inspecting staff of its own and to recoup the University for loss of the revenue derived from the Matriculation. The University has recently abolished the age limit for the School-Leaving Examination, on the ground that it involves a serious disadvantage to really intelligent students, without doing good to the average student. It has also recognised, as equivalent to the Bombay School-Leaving Examination for purpose of Matriculation, the Matriculation Examination of every statutory Indian University and of the Mysore University, thus facilitating the migration of students. In various ways the problem of finding buildings in which the examination of so many students can be conducted during the heat of March or April has been largely overcome.

Inspection of Colleges

50. The system of triennial inspection of affiliated Colleges by a committee of the Syndicate has been maintained. It is probably more valuable with regard to new than old institutions but does help to prevent the latter from being content to stand still and it keeps the Syndicate in closer touch with Colleges. But the delay in publishing the reports destroys half their value; and the Syndicate, it is reported, hardly makes sufficient effort to follow up the criticisms of the reports.

II.—Institutions and Students

Colleges and Students

51. The number of colleges affiliated to the University is different from that shown in the general tables because their jurisdiction includes Indian States. The number of colleges and the number of pupils in them are as follows :—

Kind of College.		Number of colleges.	Number of students.		
			Male.	Female.	Total.
British Territory.					
Arts	Colleges for Men	10	4,650	179	4,829
Law	"	1	740	..	740
Engineering	"	1	194	..	194
Medical	"	1	1,087	74	1,161
Agricultural	"	1	192	..	192
Commercial	"	1	154	..	154
	Total ..	15	7,017	253	7,270
Indian States.					
Arts	.. ..	5*	1,182	13	1,195
	Grand Total ..	20	8,199	266	8,465

* Includes one Arts College at Baroda with 510 pupils.

One college, that of the Karnatak Education Society at Dharwar, was closed on account of Non-co-operation. The schools recognised by the University number 242 with 75,906 pupils, giving an average attendance of 313·7 per school. The average attendance per college is 423·2.

Output of Degree Holders

52. The average number of graduates during the quinquennium is given in the following comparative table :—

During the quinquennium ending in	Arts.	Sciences.	Law.	Medicine	Agriculture.	Engineering.	Commerce.	Total.
1916-17	2,607	154	791	248	105	181	26	4,112
1921-22	4,047	308	1,234	553	163	213	186	6,704
Increase per cent	55·2	100·	56·	122·9	55·2	17·7	615·	63·

In addition to these degrees, the College of Physicians and Surgeons, Bombay, produced 691 Licentiates in Medicine and Surgery against 250 in 1916-17. No examination is now held for Licentiates in Civil Engineering, which is replaced by the B. E. The above table points to the increasing attraction of the Science and Medical courses. Of 6,704 graduates turned out, 733 (702 in Arts and 31 in Science) belonged to Indian States.

Masters' Degrees

53. The output of Masters in various subjects during the quinquennium as compared to that in the preceding quinquennium was as follows :—

During the quinquennium ending in	Arts.	Science.	Law.	Medicine.	Agriculture.	Total.
1916-17	353	5	10	2	..	370
1921-22	146	24	7	4	10	+ 191
Increase or decrease per cent ..	−58·6	+380·	−30·0	+100	..	−48·4

Besides these, 12 candidates passed the examination for the Degree of M. D.

Examinations

54. The results of the more important examinations for British Districts held in 1921-22 are as follows :—

Nature of Examination.	Number of candidates.	Number of Passes.			Total Passes.	Percentage of total Passes.
		I Class.	II Class.	III Class.		
M.A.	54	1	5	24	30	55·55
M.Sc.	5	1	..	2	3	60·00
B.A. Honours	371	26	188	87	301	81·12
B.A. Pass	603	..	..	375	375	61·98
B.Sc. Honours		No Special Examination for Honours.				
B.Sc. Pass	124	4	17	45	66	53·22
I.A.	941	4	98	390	492	52·28
I.Sc.	280	8	52	79	139	49·64
Matriculation	4,808	No classes at this Examination.			2,659	55·30

III.—Expenditure

55. The total expenditure of the University as shown in table IV was Rs. 3,71,784 against Rs. 2,32,466 in 1916-17. The sources from which the expenditure is met are the following :—

	1916-17.	1921-22.
	Rs.	Rs.
Provincial grant	55,000	67,000
Fees	2,25,244	2,46,612
Endowments, etc.	—47,778	58,172
Total ..	2,32,466	3,71,784

This amount, however, does not include expenditure on account of various items such as examinations, teaching, and inspection. The total expenditure inclusive of all items amounts to Rs. 6,36,206 and is shown in the following comparative table :—

	1916-17.	1921-22.
	Rs.	Rs.
Administration and Inspection	71,286	3,15,612
Examinations	1,36,379	1,93,595
Teaching	14,800	66,832
Scholarships and Prizes	33,437	50,167
Other objects	10,000	10,000
Total ..	2,65,902	6,36,206

The income of the University was as follows :—

	1916-17.	1921-22.
	Rs.	Rs.
Government grants	55,000	67,000
Endowments	51,174	58,483
Fees	2,25,654	2,02,673
Other sources	64,377	43,554
Total ..	3,96,205	3,71,710

The excess of expenditure over income in 1921-22 was met from the accumulations of the recurring grants and savings of the General Fund.

The income and expenditure during the quinquennium were as follows :—

	Rs.
Income	19,00,684
Expenditure	24,27,357

The Government grants during the quinquennium amounted to Rs. 3,59,000.

IV.—General Progress

Faculties.

56. The separation of the Faculty of Science from that of Arts carried out at the end of the last quinquennium created a Faculty of Science that includes four groups—Physics and Chemistry, Biology and Geology, Engineering, and Agriculture including Veterinary Science, each group having a separate Board of Studies. There are now four Faculties : Arts, Science, Medicine, and Law. To the existing Boards of Studies have been added a Board for Vernacular languages and another for Teaching.

Courses : First Year and Intermediate.

57. Except for Engineering no far-reaching revision of the courses has taken place. The scheme of the Joint Board's Examination does not materially differ from that set up for Matriculation in 1913. First year students are examined by the College authorities in English, Mathematics, Second Language, and Elementary Physics. To lay more stress on the importance of English composition, it is now reckoned a separate head. The course in First Year Physics is regarded as unsatisfactory and is to be revised. Complaints are heard of a variation of standard between the Colleges, a matter of some importance since this examination theoretically qualifies for the Professional Colleges of Medicine, Commerce, and Engineering; actually the latter Colleges usually adopt their own standard of admission. In the Second year or Intermediate course the student begins to specialise, choosing either Arts or Science and in the former having a choice of Mathematics or Logic along with English, Second Language, and Indian History and Administration. In English at this examination greater stress is now laid on composition, and the important subjects of village organisation and famine relief have been added to Indian Administration.

Courses : B.A. and M.A.

58. The B.A. Course includes compulsory English (to which, however, the scheme of the examination does not encourage much attention to be paid) and an optional group, which may be studied for Pass or Honours. The main feature of the optional scheme is that Pass and Honours students (except in Mathematics) have four papers in common, while three additional papers are imposed on Honours students ; in Mathematics there are seven Honours papers quite distinct from the four Pass papers. The optional groups are Languages, Mathematics, History and Economics, Philosophy, Physics and Chemistry, Botany and Zoology. Students failing to get Honours may be given a pass degree. The two Science optionals are studied up to B. Sc. subsidiary level. The History group is the most popular. Mathematics and Biology attract few. The number and quality of students of English Literature seems to be declining. The B.A. scheme is still subject to considerable difference of opinion. Many still think the pass degree too narrow. The system of calculating results is complicated and not very consistent. Many object to the combination of a smattering of a Second Language and Literature with the Honours language, and of Economics with History, and urge the entire separation of the Pass and Honours courses. The B.A. Science course seems to lead nowhere. The M.A. is a two years' course in one of the following branches—Languages (two), History and Economics, Philosophy, and Mathematics. Students tend to concentrate on one language to the neglect of the other. The Mathematics course is considered by some to include more than can be covered in two years by

any but the most brilliant. There is no attempt at inter-collegiate teaching for B.A. Honours: something of this kind is being done at Bombay and Poona for the M.A. and is supplemented by the University teaching. The chief modifications in the Arts course during the quinquennium have been the revision of the syllabuses in Mathematics, Philosophy, and Science; and the introduction of the vernaculars into the B.A. pass course, with the result of providing a continuous course in vernacular from B.A. to M.A.: but vernaculars are still excluded from the first two years. Proposals for permitting answers to be given in vernaculars are being strongly urged. These changes appear to threaten a depreciation of the value of the study of the English language and Literature, which in Bombay at least is viewed by many with alarm. Honours can now be gained at the B.A. in French and German. Portuguese has been recognised as a subject of study. Important alterations in the M.A. History course have closely related it with the study of Philosophy and Sociology, so that these three, with Economics, are alternative groups of one branch and a thesis may be offered in lieu of certain papers in them.

59. The establishment of a degree of Bachelor of *Teaching* was sanctioned in 1920. Candidates must be graduates and in addition must either have kept two terms at an institution recognised for this purpose and subsequently served for one year on the staff of a High School recognised for the purpose *or* have served to the satisfaction of the Head Master on the staff of a High School which makes special provision for training its staff and is recognised for this purpose. The examination is written and practical: the syllabus for the written examination comprises the science, history, and the practice of education: at the practical examination candidates are to be tested in class management and class teaching, giving lessons on English and Mathematics, History, Geography, or Science. So far no examination has been held and no training institution or High School has been recognised for this purpose. *Courses: Bachelor of Teaching*

60. For the convenience of students the number of examination centres has been multiplied and even the B.A. and B.Sc. examinations are now conducted at different centres. This has been possible owing to the efficiency of the arrangements made for printing question papers. It has the disadvantage that a considerable number of mofussil examiners do not get into touch with the centres of University life at all. The B.A. pass, B. Com., and B.E. examinations, as well as the Law and Medical examinations, are now held twice a year, in October and April. A scheme of equivalence of Bombay examinations with those of other provinces has been adopted, based on reciprocity. The Matriculation examination of all statutory Universities of India and Mysore, but not their School-Leaving Examinations, is now held equivalent to the Bombay Joint Board's Examination for Matriculation purposes. The M. Sc. examination of Bombay is now thrown open to all graduates of the other Indian Universities. The most important alteration, however, is the introduction of a system permitting students to pass examinations by compartments and applying to the Intermediate and final examinations of all courses. A student can not only appear for each subject of his examination separately but also, if he has passed in all subjects but one at an intermediate examination, can be promoted to a higher class and enter on his study for the final degree simultaneously with his study of the one subject in which he has failed: but he cannot pass the degree examination till he has passed in all subjects of the Intermediate examination. Many hold strongly that this scheme will render the examinations a poorer test of a student's ability as a whole and will lower the value of the degrees. The promotion of unsuccessful students begins from June, 1922. *Examination*

61. The Honorary degree of LL.D. was conferred on the Rev. D. Mackichan, D.D., LL.D. (Glas.) in 1917, and on the Right Honourable Lord Sinha of Raipur, K. C. S. I., Sir Chimanlal Setalwad, B.A., LL.B., and Sir Narayan G. Chandavarkar, B.A., LL.B. in 1920. *Honorary LL.D.*

62. It is frequently said that the command of students over the English language does not improve and is even declining, and various modifications of the English Course adopted or under consideration imply that there is some ground for this. The grasp of Indian Economics too often rests on too shallow a knowledge of the elemental principles of Political Economy. There is little disposition to work outside the narrowest limits of a prescribed course (*e.g.*, there is little competition for University and college prizes for essays, and the quality of essays submitted is mediocre, and the use of college and University Libraries is largely restricted to *Attainments*

prescribed text-books and the best known commentaries thereon). That the standard of attainment in Languages, History, and Science in the first two years of the course remains far too near what in Europe would be thought to be school-boy level is felt by many and has prompted the proposal to adopt the system of Intermediate Colleges recommended by the Calcutta Commission.

University Teaching

63. The organisation of University teaching dates from the Government of India's grants of Rs. 45,000 recurring and five lakhs non-recurring given in 1912 and 1913 for this purpose and a further annual grant of Rs. 12,000 for establishing a School of Economics and Sociology. In 1912 a definite programme was worked out in accordance with which in 1913-14 Sir Alfred Hopkinson, Vice-Chancellor of the Victoria University, Manchester, was invited to visit Bombay and advise. His recommendations have largely influenced the organisation. To begin with, the University Library, till then sadly neglected, was refitted and a Librarian specially trained in Europe placed in charge, under a standing Committee of the Syndicate. Since his tragic death, the Committee has employed as Librarians Indians of energy and experience of Indian Libraries but without special training. A very large number of books has now been added and shortly, on the completion of the new buildings, the Library accommodation will be much enlarged. A second item of the programme, the provision of courses of lectures by eminent men from Europe or elsewhere, was carried out firstly by the reorganisation of the regulations of the Wilson Philological Lectureship. This has provided each year a series of public lectures mainly delivered by Professors of various colleges of Bombay; another endowment, the Pandit B. Indraji Lectureship, occasionally, as in 1917, supplies another course. Secondly, special lectures have been obtained from eminent Professors at intervals during the quinquennium under review; these have included a course on Social Philosophy by Professor J. S. Mackenzie of University College, South Wales, Sir Jagdesh Bose on Plant Autographs and their Revelations, Dr. Michael E. Sadler on the Educational Movement in India and Britain, and Professor R. W. Sitaram on the Pruanas and Iranians. A third item was the provision of lectures and classes for those studying for the M.A. degree, to be entrusted to men selected mainly from the staffs of colleges. A beginning of this was made in 1914, and in 1918, in the light of experience, a more extensive scheme was worked out and adopted. Under this the colleges in January inform the University of the classes which they propose to hold for graduates in the following academic year and throw open the classes to qualified students from each other. The University then supplements this, so far as its funds permit, by arranging for courses for lectures and seminar classes on subjects not provided for by the colleges and open to graduates on payment of a small fee. The lecturers for these courses are selected after advertisement and paid by the University. Thus, in 1921-22, eighteen College courses were reported to the Syndicate and seven supplementary courses provided by the University. After three years this scheme has not been found entirely satisfactory, the University lectures attracting few students and the distinction between unpaid college post-graduate teaching and paid University post-graduate teaching being disliked. Further examination of the problem is now in progress. A fourth item of the original programme was the establishment of a University Chair of Economics, subsequently enlarged into the establishment of a School of Economics and Sociology. During the quinquennium a scheme has been worked out and brought gradually into action from November, 1919, when Professor Patrick Geddes took up his work as Professor of Sociology; the Professor of Economics was not appointed till September, 1921. Each has an assistant Professor, one of whom was specially trained in Europe; another assistant is now undergoing training there: six scholarships of Rs. 50 per mensem are provided for students in Sociology and Economics. The aim of the Sociological school has been to promote active original work, and. Sociology being now part of the M.A. Course, the school both gives instruction for that degree and trains in original work and research. Professor Geddes' methods are unconventional and he relies largely on close personal intercourse with his pupils, on directing them in the collection and exposition of material (specially material to illustrate town-planning), essay writing, and criticising and other seminarial work. His general class had 18 at the beginning of the year and 11 at the end. The school has been temporarily lodged in the Royal Institute of Science Building. The fifth item was the promotion of Research. In 1914-15 a Research Fund was instituted to furnish grants to original workers. During the quinquennium a total of Rs. 9,950 has been paid in grants for this

purpose which includes work in History, Botany, Chemistry, and Sanskrit. The sixth head of the programme proposed provision for extension lectures and for publications. Nothing has been done with regard to the former: the University has published Dr. Mann's *Land and Labour in a Deccan Village*, Mr. Ewbank's *Indian Co-operative studies*, the Wilson Philological lectures on Gujarati of Mr. N. B. Divatia, and Dr. Mackichan's translations of German introductions to two Sanskrit texts. It has also assisted by large grants the publication of Dr. Belwalkar's and Ranade's *History of Indian Philosophy*, and the Bhandarkar Oriental Institution's forthcoming critical edition of *Mahabharata*, and by small grants some other publications. To provide accommodation for these developments additional buildings were necessary. Plans for new offices and lecture halls in the University gardens were sanctioned in 1916 at a cost of about five lakhs and begun in January, 1918. The failure of the contractor, added to the labour difficulties resulting from the war, have raised the cost to eight lakhs and delayed completion. The building intended to be used for lectures and advanced classes is almost ready and now holds the Economics branch of the School of Economics and Sociology; it will receive the other branch also at the end of February next when the Civic Exhibition organised by Professor Geddes in the Royal Institute of Science is removed therefrom. The other building designed for the University office will, it is understood, be completed by March, 1924. The Government of India have been approached by the University for permission to utilise the accumulations of the recurring grant during past years to meet part of the excess expenditure of three lakhs.

Royal Institute of Science

64. The Royal Institute of Science, Bombay, commenced work in 1920, the buildings having been used for War purposes up till then. The University applied to be entrusted with the control and management of the Institution. This request was refused by Government as being contrary to the wishes of the donors. When application for the affiliation of the Institute was made by the Director of Public Instruction, the Senate postponed affiliation on the ground that they considered that the Institute should be organised rather for the cultivation of research than for teaching for the B.Sc. degree. The Senate also postponed appointment of representatives to the Advisory Board.

There are three Departments in the College—the Chemistry, the Physics, and the Biology Departments. The Chemistry Department is under the charge of the Principal, assisted by Dr. Meldrum, I.E.S., and two assistant lecturers. The Physics Department is under the charge of Mr. G. R. Paranjpe, M. Sc., I.E.S., assisted by a lecturer in the Provincial Service and an assistant lecturer. The Biology Department is under the charge of Mr. P. R. Awati, I.E.S., assisted by a Professor in the Provincial Service and two assistant lecturers, one for Zoology and one for Botany.

On the work and progress of the College Dr. Meldrum, who was acting as Principal at the end of the quinquennium, contributes the following note:—

"The teaching work has been carried out fairly satisfactorily in consideration of the circumstance that the fittings and equipment of the Institute have been not quite complete. The Physics Department has done perhaps best in this respect and several courses of advanced lectures have been given by the staff of the Institute and by some members of the Physics staffs of the St. Xavier's and Wilson Colleges. Undoubtedly these courses of lectures have been a marked success though it has been noticeable that a student is disposed to stick to the text books and printed syllabuses of the University in the belief that he will benefit more from them than from special lectures, in his hopes for a good class in his degree. This points, of course, to the need for special regulations analogous perhaps to the so-called 'Internal Degree Regulations' of some Universities, the necessity for which is determined by the educational requirement that teaching must dominate examining and not *vice versa*. The University of Bombay is of course gradually coming round to this point of view which sooner or later every University is driven to adopt. Accordingly it may be anticipated that the University will deal with this matter in due course.

"The work of the equipment has been progressing steadily if slowly: the Physics Department is approximately complete and the last fittings of taps, etc., are being put in the Chemistry Department which will then be likewise approximately complete for the opening of the 1922-23 session. The Stores and Workshops are being also equipped and they will be complete at a very early date. The Biology Department is most backward and that is due, of course, to the non-arrival of the Professor of Zoology. The work of putting in the electric installation of the whole Institute is about to be commenced and this heavy piece of work also should be complete before the end of the first term of the 1922-23 session: there is no reason to suppose that it

should take longer than that because the electric fittings required have been ordered already and are beginning to arrive.

"A considerable amount of apparatus arrived during the year practically all of which had been ordered previously and should have arrived in the previous financial year. Additional financial provision amounting to Rs. 35,000 had to be found by reappropriation to pay for this apparatus and to make good, in part, the sum of Rs. 40,400 which lapsed at the end of the previous financial year and, in part, the effective increase in cost consequent upon the fall of exchange. The apparatus which was thus added to the cabinet of the Institute during the financial year cost Rs. 60,000."

With regard to the research work done in the Institute it is reported that—

"In the Physics Department Professor Paranjpe made initial experiments on the capillary constant of solutions, and has in progress an investigation on the spectrum of mercury. In the Chemistry Department two graduates—Fellows of the Royal Institute of Science—worked together on the removal of naphthalene from coal gas. The work was discontinued after a time. In the Biology Department Mr. R. H. Dastur, *sub. pro tem.* Lecturer in Botany, has worked on (1) Starch formation in Abutilon Asiaticum, (2) the Marine Algae found in the sea near Bombay."

Expenditure. 65. The recurring annual expenditure, inclusive of Rs. 920 on scholarships, amounted to Rs. 1,48,389 against Rs. 1,13,077 in 1920-21. The total expenditure on buildings and equipment incurred up to 31st July, 1922, amounted to Rs. 19,39,552. Including the expenditure subsequently sanctioned by Government up to January, 1923, the total amount of the project stands at Rs. 20,22,436.

66. The action of the Senate in refusing separate recognition to the institution not unnaturally acted as a discouragement to the staff and students in the first year of its existence. Since the close of the quinquennium very material additions have been made both to the staff and the equipment, and great advances have been made in the prosecution of research.

In a letter dated 8th November, 1922, to the Registrar of the University Government stated as follows :—

"The University may be assured that, if the Royal Institute of Science, Bombay, is affiliated, both undergraduate teaching and post-graduate research work will be carried on there, that, if the present staff and appliances are insufficient, any further staff and appliances that may be required will be provided as far as it is practicable to do so, and that, if the undergraduate teaching is found to interfere with post-graduate teaching and research, the undergraduate teaching will be to that extent discontinued."

Employment Bureau. 67. The Senate has organised an Employment Bureau. It has not received much support from employers but it has been able to obtain situations for a certain number of graduates.

Growth of New Ideals. 68. Four new colleges were opened (at Surat, Karnatak, Sangli, and Dharwar) of which one (at Dharwar) was killed by Non-co-operation. In each case these colleges were inspected before affiliation, the recognition was at first limited to the two first year courses, and the attendance restricted to the number that could be properly accommodated. Affiliation as a full grade college was granted subsequently after another inspection and with similar definite conditions and restrictions. These additional colleges originated before expansion had been checked. They have survived because the decentralisation and localisation of collegiate education, though for many abstract reasons undesirable, afford considerable advantages to the poor mofussil student, tend to limit the overcrowding of colleges in the large towns, and to prepare the way for the creation of new Universities in mofussil centres. The quinquennium has probably brought nearer the creation of a new University at Poona. The movement in favour of the vernaculars has rendered more obvious the difference in the point of view and interests of a polyglot centre like Bombay, and of towns like Poona, the centre of the Marathi-speaking peoples, and Ahmedabad, the centre of Gujarati. The political agitation created a demand for more independent forms of collegiate education, a demand, however, which now appears to have been largely unreal and unthinking. The 'National' colleges of Hyderabad (Sind), Ahmedabad, and Bombay have shown no signs of taking root or of vigorous growth, nor did they actually display any originality of organisation or curriculum. One is already in process of conversion into the conventional type of University college. Professor Karve's Indian University for Women, on the other hand, *has* grown and achieved a much firmer foundation. It has gathered a permanent fund producing interest of Rs. 7,500 a year: it has received two endowments (one a conditional promise of 15 lakhs), and loans for purchase of site and

erection of buildings. This promise has caused its name to be changed to the Shrimati Nathibai Damodar Thackersey Indian Women's University. Its objects remain the same—the provision, independently of Government aid or regulation, and through the medium of the vernacular, of a Secondary and University education specially devised to suit Indian girls and women. It aims at being a popular University; relies largely on the contributions of the middle class; has a representative constitution; includes the whole of India, not the Presidency only, in the field of its work; and is prepared to adapt its arrangements to the needs of the students rather than allow rigid regulations to place difficulties in the way. In 1919 it produced one graduate, in 1920 three, in 1921 other three. The following is its syllabus for its degree :—(1) Vernacular, three papers; (2) English, three papers; (3) principles of Sociology, one paper; (4) Psychology and study of the child mind, one paper; (5) one of the following, (*a*) Sanskrit, (*b*) Chemistry and Physics, (*c*) Comparative Religion, (*d*) Additional English.

University Indian Defence Force

69. In July, 1917 two University double companies of the Indian Defence Force were formed and went into camp for training, provision being made by the Syndicate to safeguard the students from undue interference with their studies. In 1919, the two companies were reorganised—one at Poona, the other in Bombay and some concessions were granted to students who could show that their participation had interfered with the progress of their studies. In 1920 the University companies were reorganised as a battalion and a permanent instructional staff was allotted by the Military Authorities. The organisation has been maintained and the training supplied has undoubtedly exercised a most beneficial effect in respect of discipline, alertness, and physique.

CHAPTER IV

ARTS COLLEGES

I.—General

Organisation

70. There are 10 colleges in British Districts, 3 in Bombay City, 3 in Poona, 1 in Ahmedabad, 1 in Surat, 1 in Dharwar, and 1 in Karachi.

Management

Four of these colleges are managed by Government and the rest by private bodies which receive grants from Government. Of the privately managed colleges, 2 belong to Missions and 4 to private bodies.

II.—Figures of Institutions and Pupils

71. The total number of Arts Colleges affiliated to the University (excluding 4 in Native States and 1 at Baroda, which fall outside the political jurisdiction of this Presidency,) increased from 8 in 1916-17 to 10, but the number of students fell from 4,888 on 31st March, 1917 to 4,829 on 31st March, 1922, the numbers rising to a maximum of 5,197 during the quinquennium on 31st March, 1920. The decrease was chiefly due to the Non-co-operation movement. All the colleges are first grade colleges, (*i.e.* teach the whole course up to the B. A. examination) and all are for men. Women are admitted to them, the total number studying in them being 179, against 125 in 1916-17.

Attendance

72. The average attendance was 4,181, or 86·5 per cent of the number on the rolls, as against 94·7 per cent in 1916-17. The number of students in Government Colleges at the end of the quinquennium was 1,378 and that in privately managed colleges 3,451.

As regards caste and creed the classification is as follows :—

	Number in Arts Colleges.	Percentage to male population of the community.
Europeans and Anglo-Indians	34	0·11
Indian Christians	194	0·16
Hindus—		
Brahmins	2,205	0·57
Non-Brahmins	1,596	0·02
Mahomedans	233	0·01
Buddhists	4	0·2
Parsis	529	1·2
Others	34	0·04
Total ..	4,829	0·04

Examinations

73. The number of those who passed the University examinations was as follows :—

	Number passed in 1916-17.	Number passed in 1921-22.	Class. I.	Class. II.	Class. Pass.
M. A.	59	32	1	5	26
M. Sc.	2	1	..	..	1
B. A. Honours	577	301	26	188	87
B. A. Pass		246	..	..	246
B. Sc.	35	65	1	7	57
Inter Arts	733	492	4	96	392
Inter Science	73	139	8	52	79

Examiners' Reports

The University publishes reports from the examiners in various subjects in the different examinations and they should be useful to the college authorities as indicating the directions in which improvement is required. The following extracts may be of general interest :—

B. A. and B. Sc. English.—" The average candidate was far from strong in grammar and idiom. The spelling was inexcusably bad in many cases. We are of opinion that explicit warning should in future be given to candidates that handwriting and spelling will be taken largely into account in marking compulsory text papers. The essays prove that candidates can write legibly if they wish, while the average page of a text answer book has the aspect of Medusa".

Essay.—" The examiners must deplore the almost entire absence of any but the most hackneyed ideas and a tendency on the part of candidates to start to write before they know what they are going to write about".

Indian History and Administration.—" The candidates do not seem to have a thorough grasp of the recent administrative changes. The majority of candidates write poor English and some of them make shocking mistakes in spelling. The answers are largely descriptive and irrelevant."

The examiners in English at the M. A. examination report " We are of opinion that the M.A. examination in language and literature requires drastic overhauling both with regard to the syllabus prescribed and standards of passing. In particular it is for careful consideration whether candidates for an M.A. degree in languages should be compelled to divide their attention equally between English and languages and literatures so remote from it as Sanskrit and Persian."

III.—EXPENDITURE

Expenditure

74. The total expenditure on Arts Colleges in British Districts has risen from Rs. 7,75,716 to Rs. 12,49,134, giving an increase of 61 per cent.

Sources

The sources from which the expenditure is derived are as follows :—

	Amounts contributed in 1916-17	Amounts contributed in 1921-22	Percentage to total expenditure on College education in 1916-17	Percentage to total expenditure on College education in 1921-22
	Rs.	Rs.		
Provincial Revenues	2,93,828	5,21,023	37·9	41·7
Local Funds	7,000	6,250	0·9	0·5
Municipal Funds	12,150	9,975	1·6	0·8
Fees	3,94,549	4,52,379	50·8	36·2
Endowments	21,071	17,756	2·7	1·4
Subscriptions	47,118	2,41,751	6·1	19·4
Total	7,75,716	12,49,134	100·0	100·0

It will be seen that, while the Government contribution increased by 77·3 per cent, fees increased by 14·6 per cent only.

Imperial Grants

75. The recurring Imperial grant made for colleges was Rs. 45,000 per annum, which was equally distributed among the four older colleges (Wilson, St. Xavier's, Fergusson, and D. J., Sind). Including the recurring grant of Rs. 50,000 included in the Imperial allotment of Rs. 5,93,000 made in 1913-14 for Government Colleges, the total recurring grant for colleges is Rs. 95,000 per annum. All Imperial grants have been merged in the Provincial Revenues since 1921-22.

76. The annual average fee is Rs. 97·3, against Rs. 84 in 1916-17. In Government colleges the fee increased from Rs. 79·3 to Rs. 90·7, and in Private colleges from Rs. 86·3 to Rs. 100·1. The rates of fees vary in different colleges: while the Elphinstone College charges Rs. 150 per annum, other Government colleges charge Rs. 120, and aided colleges amounts varying from Rs. 72 to Rs. 120. *Fees*

77. The average annual cost of educating a college student has risen from Rs. 165·3 in 1916-17 to Rs. 268·8. The total average cost to Government and the cost to public funds in Government and aided colleges is given in the following comparative table:— *Average Cost of a Student*

	Government.				Aided.				All Colleges.			
	Total cost.	Cost to public funds.			Total cost.	Cost to public funds.			Total cost.	Cost to public funds.		
		Government.	Local and Municipal Boards.	Total.		Government.	Local and Municipal Boards.	Total.		Government.	Local and Municipal Boards.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1916-17 ..	251·5	161·0	..	161·0	135·0	28·7	5·3	34·6	165·3	62·6	4·1	66·7
1921-22 ..	361·0	256·7	..	256·7	229·1	56·2	4·9	55·1	268·8	112·1	3·5	115·6

It will be seen from the above table that the cost in Government colleges is Rs. 361, of which nearly Rs. 260 is borne by Government. In aided colleges, in which 71·4 per cent of the total number of students were studying, the total cost is Rs. 230, the cost to Government being Rs. 50·2. The cheapest Government college is the Karnatak College, Dharwar, at which the cost per head is Rs. 206, Rs. 104 being borne by Government; the cheapest aided college is the Fergusson, the cost per head being Rs. 127, of which Rs. 28 is borne by Government. The costliest Government College is the Deccan, the cost per head being Rs. 532, of which Rs. 455 is borne by Government, while the costliest aided college is the D. J. Sind College, the cost per head being 440, of which Rs. 90 is borne by Government.

78. Expenditure on College scholarships has risen from Rs. 50,672 in 1916-17 to Rs. 1,04,023. It is met partly from private endowments and partly from Provincial revenues, the contributions from the latter source having increased from Rs. 12,663 to Rs. 47,827. The scholarships are generally awarded on the results of college or University examinations, except in the case of those founded by private donors and expressly reserved for special castes or classes. One Government scholarship is reserved for Marathas and other non-Brahmin Marathi-speaking backward Hindu classes at both the Elphinstone and the Deccan College. The progress of the scholars is reported to be satisfactory. At the Elphinstone College two of the Government open scholarships were won by Marathas—Miss K. M. Desai and Mr. N. G. Shinde. The Principal, Deccan College, reported last year that the results of reserving scholarships were not very striking but that in the given conditions they might be termed satisfactory. *Scholarships*

79. The amount of expenditure during the quinquennium on College buildings, Government and aided, Arts and Professional, came to Rs. 10,21,267. *Buildings*

IV.—General Development

80. The privately managed colleges are ordinarily aided by means of a grant equal to ¼ of the expenditure, or ½ of the local assets (whichever is less). The grant thus assessed is inclusive of the Imperial grant of Rs. 11,250 out of the Imperial grant of Rs. 45,000 referred to in paragraph 75. The amount of grant-in-aid to these colleges increased during the quinquennium from Rs. 92,376 to Rs. 1,64,151 and was 21·8 per cent of the total expenditure. The percentage varies from 18·1 to 24·8, being highest in the Wilson College, Bombay, and lowest in the M. T. B. Arts College, Surat. *Grant-in-aid and Scale of expenditure*

81. The staff in Government colleges ordinarily consists of members of the Imperial, Provincial, and Subordinate Educational Services. Of the 84 professors, assistants, and lecturers, 23 or 27·2 per cent belonged to the first, 24 or 28·5 per cent to the second, and 36 or 42·9 per cent to the third service, 1 post being a special temporary post. *College staff*

Limitation of Classes

The University prescribes a limit to the number of students to be admitted to a class in the case of colleges newly affiliated to it.

Proportion of Staff to Students

The following table compares the number of students to an instructor in different colleges.

	Number of students per instructor in			
	Government.	Aided.	Unaided.	All Colleges.
1916—17	20	31	24	27
1921—22	16	22	....	20

Methods

82. The system described in the last Quinquennial Report continues, the tutorial system being followed in most colleges. At the Elphinstone College Mr. Covernton reports that—

"For English, the First Year Class is divided into three sections, each of which is taken through the prescribed text-books four times a week by the lecturers, who are instructed to combine the question and answer method of schools with lecturing. Lecturers however are not always expert at eliciting information; the method of questioning occupies a great deal of time and Indian students habitually display a passive resistance to the method, which is very heart-breaking to the lecturer. In addition, the sections receive one lesson a week on English composition; the whole class receives two lectures a week from Professors: it writes an essay once a week and these essays are distributed for correction among twelve members of the staff, each of whom first corrects the essay and then returns it personally to the writer with criticism and explanation. Each of these twelve is appointed tutor to his particular pupils and required to interest himself in their general progress and welfare and give them any help and advice they require. The same class divided into the same sections receives instruction in Mathematics on the same plan and does a weekly test paper corrected by the Mathematical assistants. The Intermediate Class is divided into two sections, instructed in English on the same plan and writing a fortnightly essay corrected by the four English tutors; in Mathematics the class is taken as a whole and does periodical exercises. The B.A. classes write occasional essays on their honours or optional subjects. Mathematical and Science students are required to write a fortnightly English essay. The tutorial method is employed in other ways by individual teachers. Language teachers in all classes set occasional exercises in translation and paraphrase and return the exercises with criticism. In Literature, Mathematics, History and Philosophy students are set to collect materials, work out problems, summaries, authorities, etc. Lectures are sometimes replaced by discussions and by direct questioning. All these are methods which enable the tutor to get insight into the mentality and actual progress of pupils. The tutor, however earnest, is by no means always successful. The Indian student commonly resists passively attempts to make him work out things for himself, much preferring to imbibe what is poured out for him; he is unpunctual in performance; he is seldom properly equipped with books of his own and is apt helplessly to inform his tutor that he has not done prescribed exercises because he had not the requisite authorities; he has seldom learnt any good method of making notes and collecting and digesting materials, and wastes much labour in setting the fruit of his work in a form of little use."

Mr. Wilkinson of the Deccan College complains of the handicap to pupils by the inferior training received at school. He writes—

"I have just gone through a large number of examination papers of First Year students in Elementary Algebra, Geometry, Trigonometry, and Physics (about the standard required from English boys of 14 to 15 or 16 at the most) and it is quite evident that, in spite of excellent text books and the teaching that they have received during the last year, the average student is not studying on proper lines and is further handicapped by the inferior training he has received at school, and much more supervision is necessary in order to see that a student actually works out a large number of exercises with his own hand and brain instead of taking down solutions written upon the blackboard by a professor or lecturer."

Mr. Robertson's view on tutorial methods is that, while the idea is excellent, the large number of students makes it impracticable to carry out properly except at a prohibitive cost to the exchequer.

Alleged lack of original work

Regarding the complaint commonly made that professors in Indian Colleges seldom show originality of work, Mr. Wilkinson admits that the charge is true to a great extent. He attributes the fact to the conviction which appears to have grown up that the lectures by professors ought to cover the whole course prescribed by the University for the different subjects. Mr. Sisson, acting Principal of the Karnatak College, reports the starting of a Historical and Economic Association by Professor

Beri, which he considers a praiseworthy attempt to form a kind of seminar. He gives the following list of the original work done by professors at his college :—

"H. G. Rawlinson	..	Shivaji the Maratha. British Beginnings in Western India.
"C. J. Sisson	..	Le Goût Public et le Théâtre Elisabethain.
"N. S. Takakhav		Life of Shivaji Maharaj.
"A. D. Dhopeshwarkar	..	The New Reforms. India under the Crown.
"V. G. Bhat	..	Rigveda (publication postponed)."

Mr. Robertson reports that—

"The staff of the College, in spite of its hard daily work, has not been entirely fruitless in literary output. Dr. Meldrum and Mr. Alimchandani have contributed articles to the Journal of the Chemical Society, the results of their researches ; Mr. Saxton has contributed to the transactions of the Royal Society, to the Records of the Botanical Survey of India, and to the New Phytologist, and there were read to the Joint Meeting of the Science Congress and the Indian Botanical Society of 1922 four notes connected with his special studies. On the Arts side Mr. Commissariat has published the results of his researches into the *Gujarat Sultanat* in the Journal of the Royal Asiatic Society of Bombay, and promises to publish the whole work, when it is completed, in a single volume. In 1920 I published at home a small book entitled 'Neglected English Classics' dealing principally with Eighteenth century writers".

Mr. Wilkinson divides original work into (1) the output by Professors and Lecturers attached to a University or by other scholars, (2) the presentation of theses by students for the higher degrees conferred by the University. He writes that—

"With the exception of the Professorship of Sociology, the University of Bombay has no other professors or lecturers engaged in advanced teaching, although it gives a small remuneration to a few distinguished professors at the various colleges for delivering certain M. A. lectures, which apparently the students who listen to them consider beneficial only so far as they cover certain prescribed portions of the M. A. syllabus."

He suggests that—

"Improvement could be effected on two distinct lines (1) by mutual co-operation among colleges in Bombay and Poona for the teaching of all Honours subjects and M. A. work, (2) the taking over by the University of the greater part of the Honours B. A., B. Sc., M. A., and M. Sc. teaching, leaving the colleges to supplement the lectures of the University Professor by tutorial work."

He points out the costliness of the present system whereby most colleges teach almost all subjects, minute classes being retained for certain Honours subjects at several colleges. There is a clear case for centralising special subjects, such as history and philosophy, and the matter is now engaging the attention of Government so far as Government colleges are concerned.

Corporate life

83. Of the 4,829 students 1,339 (including 21 women students) resided in hostels, against 1,082 (including 3 women students) in 1916-17. The number of resident students slowly but surely tends to grow ; while 10 out of every 45 resided in hostels at the end of the last quinquennium 10 out of every 35 do so now. In some of the colleges admissions to the hostel have had to be refused for want of accommodation. In the Fergusson College an additional hostel block was built, and a small block for women students. Mr. Robertson would insist that every student on the college rolls should be a resident of the hostel. The students themselves, it is reported, like hostel life if for no other reason than that they get more quiet for study than in their own homes. But it may be noted that owing to high wages, high prices, and other factors, the hostel charges have practically doubled during the last 10 years. At the Elphinstone College it is reported that the monthly charges (excluding rent) increased from Rs. 25 to Rs. 32 and subsequently to Rs. 39-8-0 on the installation of electric light. At the Deccan College the cost is increased by the holding of feasts, to which the students invite their friends and sometimes members of the staff. It would appear that some check is required on the amount of feasting indulged in. The high charges in the hostels combined with the difficulty of procuring and keeping mess servants tends to keep the poor and middle class students away from the hostels. They find that, in spite of the high rents demanded in the towns, by sharing a room with others and by frugal living they can live there more economically than in the college hostels. It is reported from the Karnatak College that a considerable number of students achieve their

education by the help of charity in the form of scholarships from various funds, to be repaid subsequently under a bond; of free messing or lodging, such as in a Lingayat 'Math' or monastery; or actually of money or food doles from individuals. Mr. Sisson goes on to state that they are exploited by landlords and hotel keepers—

"I have visited students in small absolutely bare rooms in advanced disrepair and windowless, for which Rs. 8 per mensem were charged per room.

"It is hardly necessary to point out how unhealthy influence of all sorts, moral and intellectual, take root in such surroundings, and how political excitement brightens this drab, obscure heroism. Poor students formed the majority of Non-co-operators last year."

Arrangements were, however, made to start a hostel in rented buildings. A small beginning was made in 1919-20 in a rented house with 17 resident students. The demand rapidly increased and in 1921-22 there were 133 resident students accommodated in 7 separate buildings. But there is still a great need for more hostel accommodation.

Discipline. 84. Discipline is reported to have been uniformly good except during the Non-co-operation movement in 1920-21. Even then there was no violence and during this unfortunate interlude the relations between staff and students are reported to have been excellent. Mr. Sisson reports—

"I have found the students here to be most courteous and responsive, and have always found a warm welcome in their hostels. Frank discussion on political questions, either in private or in college meetings, has met with quiet and orderly attention."

He estimates that about 50 to 60 students ceased attending the college as a result of the Non-co-operation movement. Of these 19 returned and were admitted after a written expression of regret. The application of one other for readmission was refused. Mr. Covernton reports that—

"There was no disorderliness among the students and the effect of the political agitation manifested itself in indirect rather than direct ways. In the year 1920-21 I noticed an apathy towards both study and the ordinary amusements and pre-occupations of students, and a general absence of life in the college. Such time and attention as remained over from a rather perfunctory study seemed to be given to talk and speculation about the political situation. Considerable numbers of the students appear in that year to have attended the meetings and harangues of the Non-co-operators. But on the whole, even in that year, common sense ruled the majority and they proved their unwillingness to sacrifice practical ends and the solid achievements of study for windy and insubstantial ideals. That the sympathy of the majority was on the side of the Non-co-operators is certain; but they did not allow sentiment and idealism to blind them to their practical interests. In the year 1921-22 there was a marked change in the whole tone of college life. The apathy of the previous year disappeared and a marked revival of interest in the normal pursuits and pre-occupations of students was manifest. The literary and debating societies were very active. It seems to have been definitely recognised that, however, interested in politics, it was the students' duty to keep out of them; and, while expressing freely in college debates their demand for a much more rapid and extensive development of self-Government in India than the Montague-Chelmsford reforms had conceded, the speakers showed a distinct effort at restraint of speech and a consciousness of the practical difficulties in the way and of the unripeness of *students* to decide immediately the destinies of India. The students were encouraged by me to discuss political and social questions in their societies. Two forms of discussions in particular were employed, a debate conducted under parliamentary rules applied with some modifications; and a Round Table Conference between students representing the various political parties that had appeared at the end of 1921. These discussions allow scope for venting in harmless conditions a certain amount of inevitable windy talk; and supply some slight training in the conditions of political debate and criticism."

In Mr. Wilkinson's opinion one result of the upheaval has been the creation of a greater spirit of independence amongst the students, which appears to find expression in a series of joint memorials, to which the signatures are not always voluntary.

"Judging from the various petty quarrels," he writes, "which I have been called upon to adjudicate in, the present day student has little respect for the individual's right to hold an opinion in conflict with that of the majority even on such a question as to who is best fitted to be a tennis or cricket secretary, and in fact a party system prevails under which the individual must vote according to orders issued by the leaders or risk being dismembered from his dining club."

From Ahmedabad Mr. Robertson reports—

"One professor, three assistants, and two demonstrators, with 160 students, represent our numerical losses in connection with this supremely foolish movement. Otherwise the movement induced students to believe that rudeness to their teachers was

manly and the behaviour of a section of these on the roll to junior assistants was particularly regrettable. For the last twelve months, however, the behaviour of the students has been surprisingly satisfactory, and any reprehensible conduct was due to high spirits or to lack of appreciation of a teacher or two."

85. The colleges were not directly affected by the War; but indirectly all educational institutions were affected by the rise of prices, by the difficulty of obtaining books, apparatus, and labour, and by the impossibility of carrying out advanced studies in Europe. The War greatly affected the point of view of the students, both as to the relative power and character of European nations, and as to the destiny of India. It stimulated a greater intellectual self-reliance on the part of Indians and a determination to work out India's educational, and intellectual, and moral future on lines more definitely Indian. The Non-co-operation movement was an extreme and perverted form of this tendency. *Effects of the War*

V.—Education in Colleges in the United Kingdom

86. The Provincial Advisory Committee was reconstituted in 1919. The old committee consisted of 24 members, and eight members selected out of these formed the Executive Board, which generally met once a month. The Committee, which met only on special occasions, was considered too large for the purpose for which it was created. It was considered desirable to constitute a smaller Committee, which should consist of educational officers who come into intimate touch with college students and of men recently returned from England after completing a course of study there, so that the latest information and experience might be available to students who intend to prosecute their studies in England. The Committee so formed is composed of the Vice-Chancellor of the Bombay University, the Principals of five Bombay Colleges, and six persons of varied experience and training competent to give up-to-date advice in matters concerning foreign education. Unlike the old Committee, which was permanent, the new Committee will hold office only for three years. *Provincial Advisory Committee*

The number of inquiries made in writing during the year 1921-22 was 755, while the number of inquiries made by personal visit was 448. The number of persons who to the knowledge of the Committee proceeded to England for study was 29, while the number of students who expressed their willingness to place themselves under the guardianship of local advisers was only 5. These must represent only a small proportion of those who proceeded to Europe for study. The Secretary, Provincial Advisory Committee, reports that—

"In view of the crowded state of British Universities, it is feared that admission of Indian students as under-graduates will become more restricted, while the comparatively free admission of advanced students will encourage such students to continue their studies in British Universities of established reputation.

"It is to be regretted that in spite of repeated warnings, some students sail for England before they have received a definite promise of admission to a British University. In doing so they count on the influence of their friends to carry them through any difficulties that may arise or they attach undue importance to such qualifications as they have obtained here. The Committee believe that such students never consult them, for those who seek admission through them are consistently dissuaded from leaving India before the receipt of the decisions of the Universities concerned on their applications."

One result of the increasing difficulty of gaining admission to educational institutions in Great Britain is an increase in enquiries regarding America and Japan.

Dr. Mackichan, late Principal of the Wilson College, in his report on the Congress of the Universities of the Empire held at Oxford in July, 1921, makes the following instructive remarks: —

"One fact stood out in all the discussions on finance and I trust Bombay will take note of it. It was taken for granted and universally accepted that it is the duty of the State to subsidise its Universities. British finances like those of India are to-day not in a condition to respond adequately to the claims of the University. In India the needs of elementary education are most urgent, yet we must not cease to keep before the Government the title of the Universities of the country to assistance from the public exchequer to the extent that is possible in these days of stringency. In speaking of the various Universities which we visited I shall content myself with those features in their work and its methods which struck me as being suggestive to those who are facing University problems in India.

"As I pointed out on several occasions when I was called upon to speak on behalf of India, it is from the younger Universities that our Universities in India, which like them are also still modern, have most to learn.

"Take, for example, Bristol, Cardiff, Manchester, Birmingham. From these we of the great Indian cities have to learn what civic patriotism can accomplish on behalf of a University. Nowhere was this more conspicuous than in the comparatively recent creation—the University of Bristol. That University has a great future before it because it rests on the affection of a community that is proud of its ancient city and feels that its University ought to be one of its glories. Some of the citizens have lavished gifts on this University in the form of magnificent sites and equally magnificent donations in money for the erection of noble buildings and the equipment of well appointed laboratories, as well as for students' Halls of Residence. As one of the results of this public-spirited liberality, Bristol will soon have a Physical Laboratory constructed and equipped on a scale surpassed by no other University in Britain outside the city of London.

"In Birmingham I found the same civic spirit—an intense loyalty to the city and a great pride in its traditions. The city owns its University in great measure to Mr. Joseph Chamberlain's devotion to his city. The lofty tower of the University which dominates the landscape all round is his most conspicuous monument. And it was evident to all of us that the citizens of this busy city humming with productive activity are determined to stand by their University. It possesses already some of the best designed laboratories that came under our notice and it means to add others of similar efficiency.

"Manchester University is an older foundation which bears witness to the long continued generosity of its wealthy citizens who may be trusted not to fail it in the future.

"Shall we be able to say the same regarding Bombay and its University? Not yet, I fear. I remember that when the University of Bombay placed before Government its desire to have the Royal College of Science placed under its control it was urged by some of us, including your present Vice-Chancellor, that the University would be able to attract to this institution a more abundant stream of liberality. There is wealth in our city of Bombay sufficient for all this; but there is not yet that contact between the University and the city which we found in the modern Universities of Great Britain and in some of the more ancient also. This contact cannot be established until the University is felt to be a working educational institution. Some of us often wondered why the late Mr. J. N. Tata did not offer his magnificent gift to the University of Bombay for the purposes of higher research. My own impression is that it was the absence of direct independent activity in the University of his city that led him to give another direction to his munificence. The University will not attract the support of the city, on the scale seen in the great British University centres, until it learns to regard the University not as an institution planted in the midst of them by Government but as in a peculiar sense their own and as one of the crowning ornaments of their civic life."

CHAPTER V

SECONDARY EDUCATION

I.—General

87. As stated in previous Quinquennial Reports, the term "Secondary Education" connotes education given in schools in which English is taught, as opposed to "Primary Education", which is wholly in the vernacular.

This education may be English or Anglo-Vernacular. It is exclusively English in the case of European and English-teaching schools, which are designed for members of European, Anglo-Indian, Goanese, East Indian, and such other communities as speak English at home or claim none of the Indian vernaculars as their mother-tongue and prefer to have their children taught through English. It is Anglo-Vernacular in the large majority of schools for Indian children. Anglo-Vernacular schools are divided into (1) High Schools, which generally teach all the standards up to the seventh—some have only the High School standards—and prepare pupils for the School-leaving Examination of the Joint Examination Board and (2) Middle Schools, which generally teach standards I to III and in some cases standard IV or V also. In the past a few of them have been allowed to teach up to the VIth standard. In future no school will be allowed to teach the VIth standard unless all the conditions for a full High School are satisfied.

In this chapter Anglo-Vernacular schools for boys only are dealt with, though the statistics include those for European and English-teaching schools for boys also.

88. A boy is ordinarily admitted to Anglo-Vernacular school classes after passing the fourth vernacular standard, *i.e.*, after completing a five years' course in a primary school. *Transfer from Vernacular to Anglo-Vernacular Classes*

89. It is the declared policy of Government to maintain one complete secondary school in each district to serve as a model to aided and unaided schools. The middle and high sections are usually combined in one institution, the only places where they are housed, staffed, and equipped separately being Bombay, Ahmedabad, and Surat. Provision for further needs is left to private enterprise, encouraged and assisted, as funds permit, by Government grant. Excluding Bombay, there are 26 districts in this Presidency, but the High Schools for boys maintained by Government number only 21. The districts of Nawabshah, Upper Sind Frontier, and Thar and Parkar in Sind, and those of Kolaba and Ahmednagar, have no Government High School. The Government High School at Poona was closed in March, 1922, partly as a measure of retrenchment and partly because there are several privately managed High Schools in the place which are able to satisfy the needs in all respects. Government also maintain two Anglo-Vernacular Urdu High Schools for boys, one at Poona and the other at Hubli in the Dharwar District. *Management*

90. The total number of Government secondary schools both High and Middle is 35, of those managed by District Local Boards and Municipal Boards 60, and of privately managed schools 368; of the latter, 309 are aided and 59 are unaided.

It will be seen from the above that 78·6 per cent of the schools are aided and 7·5 per cent only are Government institutions. This is in consonance with the Government policy mentioned above. Schools are not recognised unless they are conducted by some responsible association. Every Manager has to form a committee or a society for his school, though in some cases the control of the society is only nominal and the school is of a more or less proprietary nature.

It is, however, a fact that the proprietary system has never bulked so large in this Presidency as, apparently, in other parts of India; nor has it shown those results which are understood to exist elsewhere. No doubt there are poor proprietary schools in this Presidency, and even bad proprietary schools; but our system of Grant-in-aid, the principle of which is to assist schools in proportion as they assist themselves, undoubtedly makes for efficiency, which depends more on the salaries paid to the teachers than on any other single factor. All recognised schools are required to charge fees not less than two-thirds of those charged in Government schools, and a large proportion of the schools charge fees equal to, and some even higher than, those charged in Government schools. This is particularly the case with the proprietary schools of Bombay, among which special mention must be made of the Bharda New High School, so called after the late Mr. J. D. Bharda, one of the original managers, whose recent death has been a great loss to education in this Presidency. This school, which receives no grant from Government, charges fees up to Rs. 8 in the highest standard and is certainly one of the best schools in the Presidency. It contains nearly 2,000 pupils and is not only the largest school in the Presidency but also, it is believed, the largest in India. It will further be seen that the maxim laid down by the Government of India that the first duty of local bodies should be towards primary education and that secondary education should not be promoted at the expense of primary education has been fulfilled. There are only 5 secondary schools maintained by District Local Boards and 55 by Municipalities. Of these, only 11 are full High Schools.

The following remarks in connection with High Schools by the Educational Inspector C. D. are of interest:—

"Government High Schools are admittedly expensive, but they are not luxuries. One of the most striking features of the quinquennium has been the almost desparate desire of parents, amidst all the anti-Government agitation, to enter their boys at a Government High School.

"Aided High Schools, generally speaking, fall short of Government High Schools in the matter of staff, buildings and equipment, and discipline. Their managing Committees are often unwieldy in size, lacking in unity and in true conceptions of education, and perpetually short of money. There are, of course, honourable exceptions such as the old established Deccan Education Society and the Shikshan Prasarak Mandali in Poona."

The general control exercised over High Schools is two-fold. The University exercises control through the Joint Board, which ordinarily recognises schools for *Control*

the purpose of presenting pupils for the School-leaving Examination for Matriculation or Government service. It inspects schools independently of the Government Inspector for recognition by the University. It also receives and considers the periodical reports of the Government Inspecting staff. It also lays down the courses of the two highest classes. The Government on the other hand give Grants-in-aid, recognise schools for the privilege of presenting pupils at the scholarship and other public examinations and of receiving Government scholars, and lay down inter-school rules, etc. This gives to the Department effective means of requiring all schools seeking recognition to conform to its rules and regulations. Government also prescribe curricula which are followed by all recognised schools, any recognised school having the option to follow a different curriculum with the previous sanction of the department.

II.—Figures of Institutions and Pupils

91. The total number of secondary schools for boys and girls (inclusive of European and English-teaching schools) in British Districts has decreased by 2 to 463, but the number of pupils in them increased from 70,550 to 77,607, or by 10 per cent. The following table compares the number of schools and pupils for the last two years:—

Secondary Schools with pupils on 31st March, 1921, and 1922.

	Government.				Local Board.				Municipal.			
	1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division ..	7	2,298	7	2,386	..	..	..	..	9	874	10	875
Central Division ..	8	2,514	7	2,521	..	..	..	..	10	1,270	10	1,422
Northern Division ..	8	2,440	8	2,548	..	..	..	..	12	1,134	12	1,186
Southern Division ..	5	1,721	7	2,153	..	..	..	..	13	1,731	12	1,902
Sind ..	4	1,412	4	1,529	7	496	5	518	10	1,004	11	1,132
Aden ..	2	124	2	135	..	..	..	..	..	..	..	..
European and English-teaching schools.	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	34	10,509	35	11,266	7	496	5	518	54	5,813	55	6,517

	Aided.				Unaided.				Total.			
	1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division ..	77	11,711	83	12,711	40	7,665	27	6,188	133	22,378	127	21,954
Central Division ..	41	8,421	41	9,441	11	527	11	515	70	12,732	69	13,899
Northern Division ..	49	9,924	40	9,687	7	847	5	474	76	11,345	65	10,895
Southern Division ..	25	4,652	28	3,946	3	157	4	165	46	7,661	51	8,166
Sind ..	37	4,498	34	4,482	2	43	5	67	60	7,033	57	7,724
Aden ..	6	292	6	306	1	10	4	72	9	426	12	513
European and English-teaching schools.	77	13,143	77	13,508	4	914	5	944	81	14,057	82	14,452
Total ..	312	48,241	309	54,081	68	10,193	59	8,425	473	76,252	463	77,607

It will be seen that in the last year of the quinquennium the number of schools decreased from 475 to 463, while the number of pupils increased by 1,355 to 77,607. The decrease in the number of schools is almost entirely due to the Non-co-operation movement and is shared by all Divisions except the Southern, the Northern Division showing the largest decrease. Although the number of pupils for the whole Presidency has increased, the Bombay Division and the Northern Division each show a decrease in pupils. The decrease in the Bombay Division has occurred entirely in unaided schools, attendance in which declined by 1,507 to 6,188. In the Northern Division a decrease occurred both under aided and unaided schools, attendance having decreased by 237 and 373 to 6,687 and 474 respectively. There are 376 schools for boys (143 High and 233 Middle) with 66,902 pupils including 1,716 girls, and 87 schools for girls (46 High and 41 Middle) with 10,705, pupils including

1,028 boys. Of 463 schools for boys and girls, 40 with 4,589 pupils were European schools, 42, with 9,863 pupils English-teaching, and 381 with 63,155 pupils Anglo-Vernacular. By management, 35 with 11,266 pupils were Government, 60 with 6,835 pupils Board schools, 309 with 51,081 pupils aided, and 59 with 8,425 pupils unaided.

92. The distribution of secondary schools of all kinds among the different Divisions (British Districts) of the Presidency and the area served in each by a single school are as follows :—

Territory.	Number of secondary schools.	Number of pupils.	Number of square miles served by a secondary school.
Bombay Division	127	21,954	123·1
Central ,, ...	69	13,899	469·3
Northern ,, ...	65	10,895	156·2
Southern ,, ...	51	8,166	370·0
Sind	57	7,728	815·9
Aden	12	513	6·7
European and English-teaching schools .	82	14,452	1,507·6
Bombay Presidency	463	77,607	267·0

93. The distribution of pupils by stages in secondary schools is given in the statement below :— *Pupils by stages*

——	1916-17.	1921-22.	Percentage of increase.
High stage	24,510	29,785	21·5
Middle stage	36,199	36,290	0·3
Primary stage (European schools) ..	9,841	11,532	17·2
Total ..	70,550	77,607	10·0

94. The average percentage of attendance is 84·9, being 87·5 for Government, 84·4 for District Local Board and Municipal, 85·0 for Aided, and 81·0 for Unaided schools. The average percentage of attendance varies in different divisions from 82·4 in the Bombay Division to 87·6 in the Northern Division. *Attendance*

95. The proportion of boys of different communities found in secondary schools is shown below :— *Pupils by Communities*

Community.	Total number of boys in secondary English schools.	Percentage to total male population of the community.	Percentage of increase or decrease in the last five years.
European and Anglo-Indians ..	2,159	7·1	—13·1
Indian Christians	5,399	4·4	33·2
Hindus { Brahmins	19,623	5·2	8·0
Hindus { Non-Brahmins	27,337	0·4	4·1
Mahomedans	5,833	0·3	19·1
Parsis	5,071	11·8	1·2
Others	792	1·1	23·5
Total ..	66,214	0·7	7·6

It will be seen that although the Mahomedans are still backward in secondary education yet they have made considerable progress during the quinquennium. The progress of non-Brahmins requires to be stimulated. The figures for Europeans are entirely misleading as they include soldiers, comparatively few of whom have children in this country, while the non-domiciled European community generally send their children to Europe to be educated.

III.—Expenditure

96. The total expenditure on secondary schools of all kinds has risen from Rs. 35,97,533 to Rs. 55,76,973, or by 55 per cent. The distribution of this expenditure in the different Divisions, with its percentage to the total expenditure on Education, is given below :—

1921-22.

	Total expenditure on education.	Expenditure on secondary education.	Percentage of expenditure on secondary schools to total expenditure on education.
	Rs.	Rs.	
Bombay Division	83,25,197	15,52,625	18·6
Central ,, ...	67,06,274	7,79,428	11·6
Northern ,, ...	51,44,232	6,42,971	12·5
Southern ,, ...	33,29,013	4,14,289	12·4
Sind	37,54,898	6,16,062	16·4
Aden	99,326	56,694	57·1
European, and English-teaching schools.	22,44,004	15,14,904	67·5
Total ..	2,96,02,944	55,76,973	18·8

97. The sources from which the expenditure is derived are as follows :—

	Amount contributed in		Percentage to total expenditure on secondary education in	
	1916-17.	1921-22.	1916-17.	1921-22.
	Rs.	Rs.		
Provincial Funds	9,67,123	19,29,777	26·9	34·6
Local Funds	11,117	21,779	0·3	0·4
Municipal Funds	80,202	89,898	2·2	1·6
Fees	16,99,319	22,98,227	47·2	41·2
Endowments	1,75,319	2,99,211	4·9	5·4
Subscriptions and other sources ..	6,64,453	9,38,081	18·5	16·8
Total ..	35,97,533	55,76,973	100·0	100·0

It will be seen that over two-fifths of the expenditure is contributed by fees and over one-third by Provincial Funds.

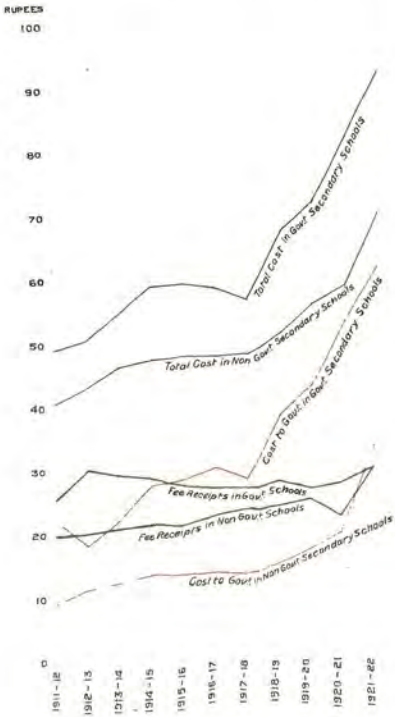
Imperial Grants

98. An annual recurring Imperial grant of Rs. 1,55,000 was received during the first four years of the quinquennium for the development of secondary education. The account of this grant was kept separate, Rs. 3,56,000 being expended, out of a total allotment of Rs. 6,20,000. During the last year of the quinquennium the grant has been merged in the Provincial Revenues. No non-recurring grant was received for secondary education from Imperial Revenues.

99. The fees in Government schools were raised with effect from 1st March, 1922. The enhanced rates compare with the original rates as under :—

Standard.	Rates of Fees.			
	Mofussil.		Bombay.	
	Present.	Enhanced.	Present.	Enhanced.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
I	1 8 0	2 0 0	2 8 0	3 0 0
II	1 8 0	2 8 0	2 8 0	3 0 0
III	1 8 0	2 8 0	2 8 0	4 0 0
IV	2 8 0	3 8 0	3 8 0	5 0 0
V	2 8 0	3 8 0	3 8 0	5 0 0
VI	4 0 0	5 0 0	4 8 0	6 0 0
VII	4 0 0	5 0 0	4 8 0	6 0 0

DIAGRAM SHOWING AVERAGE ANNUAL COST OF EDUCATING A PUPIL & AVERAGE ANNUAL FEE PAID IN GOVT. & NON GOVT. SECONDARY SCHOOLS.



The reasons which led Government to increase the fee rates are thus given in a Press Note issued by them :—

"While there is an increasing demand for all kinds of education, the demand for a larger increase of primary education is so insistent that for a few years to come the net expenditure of Government on secondary and higher education cannot be allowed to rise much higher. The only means of keeping up the progress so far made is to raise the scale of fees charged in Government institutions. It is sometimes contended that such secondary and higher education should be self-supporting, but this can hardly be done without making a prohibitive increase in fee rates. At the same time Government feel that with the reduced value of the rupee guardians of pupils can be reasonably called upon to pay somewhat higher fees. Private and aided institutions have also found that it is difficult to finance their institutions without raising their fees, but they cannot raise their scales higher than Government scales."

All recognised schools are required to charge not less than two-thirds of the fees charged in Government schools. But, as already stated, some aided schools were charging fees equal to or even higher than those in Government schools. Government were thus underselling private High schools in some places, and in this way were preventing the schools from obtaining adequate funds to pay their staffs. This increase in fees does not appear to have caused any diminution in the demand for admission to Government schools.

Remissions of fees are allowed at the discretion of the Head Master up to 15 per cent. of the sanctioned maximum of the school, special consideration being given to Mahomedans and other backward communities. In the award of these free studentships age and progress are considered. For this reason in some Government schools it has been found impossible to award up to the sanctioned percentage, there not being a sufficient number of suitable candidates.

Average Cost of a School and of a Pupil

100. The average annual fee per pupil in a secondary school for Indian boys has risen from Rs. 22·6 to Rs. 28·7. It is Rs. 32 in a Government school and Rs. 18·3, Rs. 26·1, and Rs. 45·3 in a District Local Board or Municipal, an aided, and an unaided school respectively. The high rate of average annual fee in unaided schools is due to the high fees charged in some of the Bombay schools. Out of a total of 52 unaided schools in the Presidency, which collected Rs. 3·6 lakhs as fees, the fee collections of four of the Bombay schools—the Bharda New High School, the Tutorial High School, the Imperial High School, and the Goan Union School—alone amounted to nearly 2·7 lakhs of rupees. The annual fee in these schools varies from Rs. 51 in the Tutorial High School to Rs. 85·6 in the Bharda New High School, the average for all the four being Rs. 68.

The average fee by Divisions is given below :—

Division.	Average fee.
	Rs.
Bombay Division	32·3
Central "	22·6
Northern "	23·2
Southern "	23·1
Sind	20·3
Aden	10·5
English-teaching schools only	24·7

The average annual cost of a boy in a secondary school for Indians is now Rs. 63·7 as against Rs. 42·1 in 1916-17. In a Government secondary school an Indian boy costs Rs. 89·5, in a Board or Municipal school Rs. 49·3, in an aided school Rs. 59·5, and in an unaided school Rs. 65. Similar figures for 1916-17 were Rs. 59·1, Rs. 32·7, Rs. 47·9, and Rs. 38·9.

IV.—General Development

Tendencies in the Quinquennium

101. The quinquennium witnessed several important developments, the chief of which are (1) the revision of the scales of salaries of secondary teachers in Government schools, (2) the appointment of Medical Inspectors, (3) opening of Government Anglo-Vernacular classes for girls, (4) attaching English classes to first grade primary schools in District Local Board areas, (5) the development of the Boy Scout movement, (6) the abolition of the Matriculation and the Departmental School Final Examinations and the substitution of the School-leaving Examination conducted by the Joint Examination Board, and (7) improvement of the Science course.

Complaints of inadequate Facilities

102. The demand for admission to Government High Schools has been steadily increasing and has been in most schools in excess of the accommodation. This demand was greatly increased by the Non-co-operation movement in those places in which schools refused recognition. The maximum limit of admission had therefore for the time being to be relaxed and in some places the shift system had to be introduced, the school meeting in two shifts in the same building, the Middle school classes in the morning and the High school classes in the afternoon.

English in Primary Classes

103. Twenty English classes were attached to primary schools in rural areas, including two Urdu schools, as an experimental measure in 1919. English is taught in addition to the ordinary vernacular subjects in standards V-VII, which, as already explained, are more really secondary standards. These classes are reported to have proved very successful, the main reasons for the success achieved being (1) the careful selection of the English teachers, (2) the fact that the teachers of other subjects in these schools are almost all third-year trained men. Government have recently called for proposals for the opening of twenty additional classes in District Local Board area; they have also permitted Municipalities to attach English classes to their first grade vernacular schools if they so desire, provided that they employ only such English teachers as possess a satisfactory knowledge of method of teaching English and have, preferably, obtained the Secondary Teachers' Certificate. It is also specified that the required minimum fee should be charged.

Qualifications of Teachers

104. The qualifications and conditions of service of teachers in secondary schools differ according as the schools are managed by Government, by Boards, or by private agency. The qualifications of the staff of secondary schools are given below :—

	Total number of teachers.	Number of trained teachers.	Percentage of trained teachers.	Number of graduates.	Percentage of graduates.
Government Schools	550	283	51·4	385	70·0
District Local Board Schools	33	20	60·6	5	15·1
Municipal Schools	395	81	20·5	77	19·5
Aided Schools	2,130	431	20·2	618	29·0
Unaided Schools	422	37	8·8	166	39·3
Total ..	3,530	852	24·1	1,251	35·5

The percentage of trained teachers to the total number of teachers was 24·1, as against 19·1 in 1916-17, while that of those possessing a University degree was 35·3, as against 33·3. Under trained teachers are included not only those who have received a regular course of training in a special institution but also those who have passed the Departmental Secondary Teachers' Certificate Examination, open to teachers in recognised schools. In Government schools most of the teachers returned as trained have received a regular course of training in the Secondary Training College. In other schools almost all the teachers returned as trained have merely passed the Secondary Teachers' Certificate Examination. In spite of this fact, while 51·4 per cent. of the teachers in Government schools are trained, the percentage of trained teachers in all other schools is 16·1 only. It is thus clear that the most pressing need of Secondary Education is that for more trained teachers, especially in non-Government schools, and Government are considering the question of extending the Secondary Training College.

Pay of Teachers In Government Service

105. The last years of the Quinquennium were marked by the introduction of a revised scale of salaries for teachers in Government schools. The present scale is Rs. 70—5—120—efficiency bar—5—140—10—200, with selection grades of Rs. 200—10—250 for 15 per cent. of the graduate cadre and a few special posts of Rs. 250—10—300 for graduate teachers. Initial increments are given for special qualifications such as the M.A. examination, B.Sc. *plus* B.A., 2nd or 1st class B.A. or B.Sc., etc. All graduate teachers have the further prospect of promotion to the Provincial Service, which hitherto has been recruited by this means alone. The scale for undergraduate teachers is Rs. 45—4—85—5—150. The Educational Inspector C. D. remarks :—

"Teachers however, still complain that there are few 'prizes' in the teaching line, and they seem to be very much preoccupied with claims to promotion, devoting to such questions much

energy that might well be directed towards the improvement of their efficiency as teachers. The doctrine that teaching is its own reward is a hard saying to them, and I fear few teachers regard their profession as a sacred vocation in which they may exercise a lasting influence for good on the rising generation."

The following statement compares the average monthly pay of teachers in secondary schools of different classes of management :—

	District Local Board.	Municipal.	Private Management.
	Rs.	Rs.	Rs.
1916-17	47·4	34·5	74·6
1921-22	72·7	55·9	80·7
Increase per cent.	53·3	62·0	8·1

In Private Service

It will be seen that the increase in average pay in schools under private management during the quinquennium is insignificant (being only 8 per cent.) as compared to the increase in other classes of schools. The reason that the average pay is less in District Local Board and Municipal schools is that most of these are middle schools, while schools under Private Management include a large number of full High Schools, the pay of the Head Masters and senior assistants in which is necessarily higher. In most of the schools other than Government schools the pay of the teachers is inadequate. In this connection Mr. Hesketh pointed out last year :—

"It is a matter for regret that pay as low as Rs. 25 is still offered to Matriculates in some Anglo-Vernacular schools. I imagine that such teachers add to their income by private tuition, but this is very unsatisfactory and it would appear to be necessary to consider the question of increasing the fees generally in Secondary schools. Such a course would naturally be unpopular but the teachers must be paid a living wage, and it is a question whether Government can reasonably be expected to meet the whole of the increased cost. The managers of schools certainly cannot do much."

The teachers in private schools, besides the inadequacy of pay, labour under other disadvantages. They have not the same fixity of tenure or certainty of promotion, however slow. There is no pension attached, and the system of a provident fund exists only in a few schools. A scheme of grants graduated according to the proportion of trained to untrained teachers in aided schools has had to be shelved owing to the financial stringency. The improvement in secondary education has thus been greatly handicapped. Until teachers are able to command salaries which will enable them to live compatibly with their station in life, with the assurance of a pension or bonus on retirement, it is idle to except any substantial improvement in efficiency.

System of Grant-in-Aid

106. The Grant-in-aid system continues unchanged. The principle underlying it is that grants are a certain part of the expenditure and do not depend upon the capitation basis. The maximum grant to be paid to a secondary school is one-third of the expenditure or one-half the local assets, whichever is less, provided the Inspector is satisfied with regard to the general efficiency, buildings and equipment, provision for games, etc. The principle on which the system is based is generally sound, namely that in Indian schools efficiency is in most cases in relation to expenditure, which means chiefly the cost of the teaching staff. The system may be said to have been working well. Its great merit is that it leaves the maximum of discretion to the Management and does not, as under a capitation system, induce the schools to specialise in certain subjects or to cram special pupils. Also, under it the grant is more or less sure and is not subject to capricious variations.

Buildings and Type Plans

107. There are no type designs for secondary schools. The modern plan of a Government High School with 14 classes and 500 boys generally provides 23 rooms—16 of 24′ × 22′, 4 of 35′ × 30′, 1 of 60′ × 30′, and 2 of 15′ × 30′, and a hall of 90′ × 30′. Besides ordinary class-rooms provision is generally made for a science laboratory, examination and drawing halls, libraries, office, and Head Master's, and teachers' rooms. The building is two-storeyed, with eight classes on the ground and six on the first floor, and is lighted from the North. There is a verandah to the South. A gymnasium (35′ × 30′), with a room inside for storing the apparatus, is generally provided; also 22 urinals and 10 latrines.

Hostels

108. The number of students residing in hostels attached to secondary schools increased from 5,547 to 7,575. The number of boarders in hostels attached to Government High Schools was 671 boys and 78 girls, against 728 boys and 68 girls in 1916-17. The decrease in the numbers is due to the opening of additional Anglo-Vernacular schools, and of additional higher standard classes, in the smaller towns. It is also attributed to a certain extent to the increased cost of messing, many boys preferring to live in private hostels, in which the charges are lower.

The following table gives the messing charges per head (including pay of cooks) in hostels attached to Government schools :—

Hostels attached to Government High Schools.	Cost of living per head, *i.e.*, messing charges, including cost of cooks.				
	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
	Rs. a.	Rs. a.	Rs. a.	Rs. a.	Rs. a.
High School, Satara ..	9 0	16 0	16 0	16 0	16 0
Northcote High School, Sholapur ..	....	....	18 0	18 0	12 4
Garud High School, Dhulia ..	11 0	13 0	13 8	13 0	12 8
R. C. High School, Ahmedabad ..	13 8	14 8	15 0	16 0	17 0
Sorabji J. J. High School, Surat ..	8 0	13 0	13 0	12 0	13 0
R. S. Dalal High School, Broach ..	10 0	12 0	15 8	15 0	15 0
Nadiad High School	15 0	15 8	16 0	15 12	15 12
Telang High School, Godhra	11 8	15 0	15 8	15 0	13 0
Dharwar High School	9 8	12 8	15 0	14 0	13 8
Sardar's High School, Belgaum ..	9 0	11 0	15 0	13 0	13 0
Bijapur High School	7 8	8 0	12 0	15 0	14 12
Karwar High School	9 6	10 0	10 8	10 12	10 12
Ratnagiri High School	10 0	12 8	15 0	13 0	13 0
Hyderabad High School	13 8	14 8	18 0	16 0	16 0
Shikarpur High School	10 0	11 8	14 8	15 0	15 0

The Head Master of the Ahmedabad High School reports that—

"The hostel boys are decidedly tidier and simpler in their habits and dress, more methodical and regular in their work, more hardworking, healthier and better behaved than the rest in the school. As a rule the percentage of passes among them is remarkably higher than that among the rest. Out of 123 boys who appeared at the last Matriculation Examination 25 were boarders. Of the 64 passed candidates at this examination 20 were boarders. My three years' experience in this respect convinces me of all this, which is borne out by facts and figures. Steady habits and the hostel Superintendent's solicitude on their behalf, his guidance and even help in studies must naturally bring about this result."

Medical Inspection

109. In all Government schools and many aided schools a terminal record is maintained of the weight, height, eye-sight, and chest measurements of pupils, and serious defects are brought to the notice of parents. Six Medical Inspectors (one for Bombay City and one for each of the five Divisions) were appointed in May, 1921, but were unfortunately retrenched in August, 1922, owing to the financial stringency. During the short time that they were employed they did much useful work and were helpful in detecting cases of defective eye-sight and hearing, and of eye and ear diseases, and in suggesting suitable measures for their prevention and cure. I am convinced that these officers would have produced results of a very valuable nature, both directly by detecting individual defects, and by calling attention to those faults in hygiene which are productive of the defects, especially those of eye-sight, so commonly seen in the schools. These defects are referred to in Chapter XVI (paragraph 385) of this Report.

Co-operative Stores

110. Boys' Co-operative Societies are attached to some of the High Schools and are reported to be doing well. The Head Master, Hyderabad (Sind) High School, reports—

"The stores commonly known as 'Hyderabad High School Stores' were started in 1918 with a modest capital of Rs. 50 divided into 100 shares of Re. 0-8-0 each. In the beginning the

boys hesitated to subscribe but when they saw that the dividend for the year amounted to about 33 per cent. of the share-money more and more boys were attracted. Many of the teachers also subscribed and the capital was raised to Rs. 500. The value of each share was fixed at Re. 1 and the maximum amount which any single person could invest was limited to Rs. 25. The average sales during the 5 years have amounted to over Rs. 1,200. In spite of the fact that the articles are sold cheaper than in the market, the profits have been always satisfactory, being on an average 12 per cent. of the investment. The Stores deal in articles of Stationery only and have been of very great assistance to the pupils of the school."

111. Every High School is equipped with a library. In addition to these general school libraries, which contain books of general information as well as books specially useful to the teachers, almost all schools maintain boys' libraries for the encouragement of extra reading. The Head Master, Thana High School, reports— *Libraries*

"Teachers are all unanimous in the opinion that boys' liking for books has greatly increased and that boys take greater pleasure in reading small simple story-books and in the varied information they give."

The Department strongly recommends the encouragement of "extra reading" by boys.

V.—Courses and Examinations

112. The syllabus of the School-leaving Examination is laid down by the Joint Examination Board. The curriculum framed by the Department is necessarily based on this syallabus. The course in Science has been modified; that in Geography has been made more practical and instructive; that in History has been amplified and modernised by the addition of Civics and Indian Administration, including the recent Reforms; while that in Mathematics, and especially that in Geometry, has been made less difficult, less dry, and more practical. No paper is set in Vernacular, Geography, or Science in the School-leaving Examination, the Head Master certifying that a candidate has completed the course in these subjects. It is commonly complained that for this reason these subjects do not receive such attention as they should. There is, I am convinced, much truth in this complaint, though the Department does what it can to secure due attention being paid to these subjects. *Course*

113. Perhaps the most important event of the quinquennium in respect of secondary education has been the formation of the Joint Examination Board and the institution of the School-leaving Examination. From the days of Lord Ripon's Education Commission of 1882-83-84 it has been an accepted principle that there should be a bifurcation of studies about the end of the school course, one course leading to the University, the other to Government service. In 1889 was instituted for the first time a separate examination for admission to Government service conducted by the University and designated the School Final Examination as distinct from the Matriculation Examination. In 1905 this Examination was taken over by the Department. The special feature of the examination was the omission from the syllabus of a second language. The object in view was to make both the teaching in the schools and the conduct of the examination practical. The English paper was designed to require only such a knowledge of English as is required for a boy who is not proceeding to higher studies, poetry other than that of a simple character not being required. Attention was also paid to the teaching of Geography on modern lines. Practical subjects such as carpentry, shorthand and type-writing, and book-keeping and commercial correspondence were also included. The examination failed solely because the mass of the boys in the secondary schools aspire to proceed to higher education. In 1918 a Joint Board consisting of five members, including the Chairman, nominated by the Senate of the Bombay University, three members nominated by Government, and two school masters co-opted by the other eight members, was constituted for the purpose of holding a combined examination styled the School-leaving Examination. The Secretary of the Joint Board thus summarises the work of the Board: *Joint Board Examination*

"By the constitution of the Board a wider touch has been established between the controlling authorities and the Schools which it superintends. The system of supervision established by the Board, imperfect as it is, on account of their present dependence on foreign

agencies for reports, serves the necessary purpose of acquainting the Board with the actual condition of a School at any time. The admission of Head Masters of Schools to the various Boards of Examiners places the Examination in line with the actual teaching and wide gulf which might have existed between what the students were actually taught and what they were examined in has narrowed to some extent. Above all the presence on the Board of Head Masters and Inspectors of Schools, familiar with the exact nature of the capacity of the minds and the time of students and the attainments to be expected from them forms a connecting link between the Board and the schools and acts as a safeguard against the imposition of any undue standard in regard to knowledge or examination.

"The examination is held at the following nine centres :—

1 Bombay.	4 Surat.	7 Dharwar.
2 Poona.	5 Baroda.	8 Karachi.
3 Ahmedabad.	6 Rajkot.	9 Kolhapur.

"The School-leaving Examination was for the first time held in March 1919. The Board are satisfied with the manner in which the Examination is being conducted from year to year in the various centres and with the results of the three Examinations so far held.

"The following table gives for the last three years the numbers of candidates for the Matriculation Examination and the Government Service Certificate Examination and also the corresponding numbers of successful candidates :—

Year.	Matriculation.		Government Service.	
	Appeared.	Passed.	Appeared.	Passed.
1919 ..	5,189	2,470	1,350	330
1920 ..	5,534	2,952	1,443	452
1921 ..	6,021	2,802	1,396	335

"The following table gives the number of schools on the register of the Board during the years 1918-19, 1919-20, 1920-21, and 1921-22 :—

Schools.	Schools maintained on the Register.
1918-19	215
1919-20	226
1920-21	246
1921-22	241

"The Board exercise careful supervision over the schools on their register. No school is granted the privilege of registration unless it is favourably reported on by a Committee of Inspection appointed by the Board. The registration is provisional or permanent according to the degree of efficiency, accommodation, and equipment noticed by the Committee during inspection.

"Inspecting Officers in British territory and in Native States very kindly furnish the Board with copies of their periodical Inspection Reports on registered schools within their respective areas. Such reports when received are closely scrutinised, and whenever necessary, the schools concerned are called upon to give explanations or to remedy defects. As the Board possess no inspecting officers of their own, the information supplied by these Inspecting Officers is very helpful to the Board as a means of judging the merits and condition of the schools under their control and of deciding which of them are really fit to be maintained on their register.

"The age limit of 16 years for admission to the Matriculation and School Final Examinations which had been in force since the year 1907 was abolished last year. This restriction as to age operated very much to the disadvantage of really intelligent students, without doing any substantial good to the average student. The Board are confident that the removal of the restriction will not lead, in any appreciable number of cases, to overpressure on the energy and intelligence of ordinary pupils, while a pupil endowed with superior intelligence will be spared the serious loss of time and full repetition of studies involved in his waiting for the examination till he reaches a certain age."

The following table compares the results of the School-leaving Examination with that of the old Matriculation :—

		British Districts.			Indian States.			Total.		
		Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.
Old Matriculation Examination.	1913-14 ..	4,823	2,792	No separate figures for Indian States are available.				4,823	2,792	57·9
	1914-15 ..	5,258	1,594					5,258	1,594	30·3
	1915-16 ..	4,828	2,339					4,828	2,339	48·4
	1916-17 ..	3,941	1,370	34·8	1,407	496	35·3	5,348	1,866	34·9
	1917-18 ..	4,094	2,206	53·9	1,489	717	48·2	5,583	2,923	52·4
School-leaving Certificate Examination conducted by Joint Board.	1918-19 ..	3,785	1,841	48·6	1,404	629	44·8	5,189	2,470	47·6
	1919-20 ..	4,152	2,270	54·7	1,382	682	49·3	5,534	2,952	53·3
	1920-21 ..	4,429	2,103	47·5	1,592	701	44·0	6,021	2,804	46·6
	1921-22 ..	4,808	2,659	55·3	1,664	957	57·5	6,472	3,616	55·9

It will be seen that the numbers have risen considerably during the last two years.

The Joint Examination Board was appointed for five years only. Its continuance is now under consideration. Without criticising in detail the work which the Board has done, I may state that it seems clear that a Board which includes Inspecting officers whose work brings them in close touch with the schools, as well as representatives from the schools concerned, possesses by its constitution a very strong argument in its favour. Though the examination it conducts is chiefly for the purposes of the University, the interests of the schools are very closely concerned, a fact which has not always been sufficiently clearly recognised in the past. It would be very difficult, if not impossible for the ordinary executive body of the University, the Syndicate, to give the necessary time to the consideration of all questions concerning the syllabus of the examination, the conduct of the examination, and the registration of schools.

Other Examinations.

114. The London Chamber of Commerce Examination (Senior and Junior) and the Cambridge Senior Local Examination are other examinations held annually under the supervision of the Department. Candidates from recognised commercial classes and persons who have been in service for six months are eligible to appear at the former examinations. Details regarding the numbers, subjects, and results are given in paragraph 209. These examinations are growing in popularity, attracting candidates from all parts of India. The Cambridge Local Examination is gradually losing in popularity among Indians. In 1916 as many as 77 candidates appeared for this examination, of whom 5 passed, while in 1921-22 only 9 candidates appeared and 2 passed. The bad results and the increase in admission fees are reported to be the main causes of decline in the number of candidates.

VI.—Methods

Science

115. Mr. Moos contributes the following note on Science teaching in the Presidency :—

An Account of the System

"Science is now universal in all Anglo-Vernacular and English-teaching High Schools. Nearly everywhere the need for practical work is recognised although there have been criticisms, some based on complete disapproval of the ideas underlying the scheme of work. The criticisms however on the whole have been healthy, and the keenness with which some head masters watch the progress of science teaching has been the most encouraging feature.

"The scheme of work followed at present consists of Nature Study—a course on 'Matter and Life'—in the lower standards followed by a course in elementary physiology and hygiene. The aim is mere scientific information and development of the powers of observation. The lessons are illustrated by charts, specimens, and sometimes by demonstration experiments.

"In the higher standards elementary Physics and Chemistry are taken up, with practical work by the students. The object is scientific training—training in systematic methods of

working and in cultivating habits of precise expression of ideas. The teaching is, by a combination of laboratory work, text-book, and didactic instruction, carried on conjointly.

Progress made during the last Five Years

"Science in the middle schools is purely voluntary. Although more and more schools are introducing a 'Nature Study' Course the lessons are more often than not treated as mere reading lessons. Want of facilities of equipment and trained teachers prevents the course from being universally adopted. The interesting feature is the growth of museums in many schools. The museums themselves do not amount to much, being merely a heterogeneous collection of insects, birds, nests, etc., but it is encouraging to find the schools fostering the love of collecting.

"After the introduction of practical science in the higher standards, laboratory work passed through the phase universally noticed elsewhere. The tendency was to regard practical work as an end in itself with the result that it became oppressive, not because there was any dislike for accurate work or for critical methods, but because the students were called upon to perform experiments the principles of which they understood very little about. Sufficient time was not spent in explaining the principles underlying the experiments. The course of the High School was therefore revised and widened. Greater stress was laid upon principles and their application to experiences of every day life.

"The equipment of laboratories is improving and additions are being made every year. Most Government Schools and many private schools have good laboratories for the practical work of the students. As regards teaching there are signs of distinct improvement. It has to some extent ceased to be one-sided. Although laboratory work is the important feature, demonstration and class room work are carried on conjointly and visits to factories are becoming more frequent.

The Future

"The progress in the future will depend considerably on how far the difficulties under which Science is worked are solved. At present science teaching is a continual struggle for sufficient time, for ample teaching force, and for efficient equipment.

"Want of sufficient time is one of the chief difficulties. Secondary education is mainly literary. Out of 34 periods a week more than half the number of periods are devoted to languages and on account of the congestion of the curriculum both the students and the head masters are not very anxious, for obvious reasons, to spend more time on a subject which does not count at the final examination. To solve the difficulty it has been suggested—

(1) To make science compulsory in the Middle School and to have a graded course of four to five years instead of two as at present and to give a distinct scientific bias to secondary education right from the lowest form.

(2) To reduce the congestion of subjects at the final examination by making second language optional.

(3) To have an examination in science to make it worth while for the students and the schools to devote more time.

"The next difficulty to contend against is the scarcity of qualified science teachers. At the beginning of every term head masters are faced with the problem of finding qualified men and when these are secured, it is difficult to retain them for any length of time. The only remedy lies in attracting science graduates to take up teaching as a profession by offering to them better prospects, and by training them by special vacation courses. There is a real demand for this training in laboratory manipulation and use of tools. Such classes seem an absolute necessity and will have to be continued in the future.

"The question of efficient equipment and adequate accommodation is to a great extent a financial one. Laboratories common to two or more schools are usually recommended but on account of competition and rivalry between schools the suggestion is seldom found workable. The growth of laboratories depends a great deal on the help given by Government and for that purpose Rs. 10,000 were earmarked yearly. It will be necessary to continue this policy as soon as the financial situation gets better.

Conclusion

"During the last five years a step forward has distinctly been taken and the attempt to make science teaching more real and less artificial has been continued and extended and there is no reason to apprehend that the progress will not be continued on the right lines in the future.

116. While pressing for a public examination in Science Mr. Moos reported last year :—

"There is no doubt that the school test has not worked satisfactorily. The Examiner is the teacher himself and the head masters have been known to issue certificates very liberally. It must be noted besides that the students are examined in what has been done rather than in what ought to have been done..... The report of the Examiners in Science also shows that even those who thought of appearing for science—a small fraction of those certified as having done good work—were badly prepared".

First Aid

117. First aid is regularly taught in the VIIth Standard of all schools either by the class masters or the Science masters or by local medical men, who do the work without remuneration. The Educational Inspector reports that :—

"At the Elphinstone High School the classes organised by the Honorary Secretary of the Bombay Centre of the St. John Ambulance Association are held. During the past five

years about 400 students of the school were able to study and pass the Association's examinations. At Ratnagiri the classes are conducted and examination is held by the Sub-Assistant Surgeon of the Government Dispensary. At Thana the subject is taught in Standard VI by the Science teacher as considerable difficulty was experienced in securing the voluntary services of a medical man for the work without remuneration. At Nasik about 10 lectures on First A'd were given by the Sub-Assistant Surgeon and an examination was held by a local private practitioner. There also voluntary services of a doctor were not available and hence the subject was taught by the Science teacher of the school."

118. The Direct Method of teaching English has been followed in Government schools for the last fifteen years or so, with, it is reported, satisfactory results. The subject is always entrusted to a trained teacher. On account of the want of trained teachers few schools under private management follow the method. The Educational Inspector C. D. observes :— *English*

"In the teaching of English the most general fault in the higher classes is the practice of what I have called 'Verbal dissection' which takes the place of thought analysis. The result of this method is that the pupils cannot see the wood for the trees; the thought-content of a paragraph or Chapter escapes them. This is why the average clerk in a Government office is so indifferent at making a *precis*.

"Paraphrase is still overdone. It amounts in many cases to turning good English into bad, or bad into worse, and is obsessed by the same error as that noted above, *i.e.*, concentration on the word, which is a mere token of speech, instead of on the thought of which it is a token.

"The hand of Nesfield lies heavy on Indian students. Nesfield is far too elaborate for their practical needs, and these subjects are a grievous burden to them in consequence. I have never seen West's Revised English Grammars in use in any school. Yet they are universally used in Great Britain, and in European Schools in India."

The examiners in English at the Joint Board Examination report :—

"There was a slight improvement in their English, the answers being more free from atrocious spelling and grammatical mistakes than in previous batches. In the text-books paper the answers showed careful preparation on the part of candidates, but there was also an eagerness to display as much knowledge as possible without regard to the proper selection and arrangement of details. It seems that much attention is not paid in schools to teach boys the rudiment of the art of composition. In the 'General' paper, especially in the section on composition, there was observable the same lack of arrangement and coherence. Another common fault was irrelevance (in some cases exceedingly gross), and undue prolixity resulting in meaningless repitition, forced insertion of ready-made phrases and sentences, and a confused jumble of many ideas."

119. Mr. Grieve reports :— *Mathematics*

"Mathematics is taught on the right lines, but with vast variations in efficiency. In Government High Schools it is usually well taught."

While Mr. Kadri reports :—

"In Mathematics mechanical work is more in evidence than thorough systematic teaching."

The examiners at the Joint Board Examination report:

"Arithmetic in our opinion does not receive the attention which it ought to command and appears to be very much neglected. In Algebra many failed to grasp the distinction between an equation and an expression and they completely ignored the fact that an equation must have two sides to it. In the problem question, some students managed to get the correct answer somehow and then tried to work a few steps backwards with the evident intention of deceiving the examiners.....As in previous years the question on graphs has not been done satisfactorily. A large percentage of the candidates have not attempted the question at all and from the answers of most of those who have tried it, we are led to believe that the subject is being taught from a very superficial point of view. Nor do we expect to see any improvement in the answers to questions on graphs unless and until the subject is placed in the hands of those who can really explain it."

120. The examiner in Geography at the Joint Board Examination makes the following remarks :— *Geography*

"The present unique position of Geography has led to an almost complete neglect of the subject. Either Geography is an important and useful subject or it is not an important and useful subject. If the former, the teaching must be improved and the position of the subject at the School-leaving Examination must be bettered. If the latter, let the subject be dropped altogether. When the South Pole Explorer Amundsen is described as 'a harbour where sheeps can remain safely at anger', when the Horse Latitudes are described as 'a countries like Arabia where horses most abound,' when the natural regions of even their mother country are held identical with the political divisions of the land, when map-drawing has deteriorated to

the production of a fantastic and unrecognisable group of lines, surely ignorance of the subject can go no further. The time has indeed come for the Joint Examination Board to reconsider their policy towards Geography."

Hand-writing

121. The Educational Inspector S. D. reports :—

"One of the subjects that has made little or no improvement through these long years, is hand-writing. The evil that needs to be urgently remedial is thoughtless scribbling in the class, which masters cannot be too careful to prevent or check. The new methods of teaching do not seem to have convinced the trained teachers of the importance of carefully looking into the rough notes of boys, now and then, for this purpose. Slovenly writing is the rule, and it is difficult to make teachers realise the importance of scientific teaching of writing. Unless hand-writing is given more importance at examinations than has hitherto been the practice, there seems to be hardly any hope for it."

The Educational Inspector C. D. remarks :—

"Vere Foster rules supreme. The style has its merits in that it lays stress on the joining of letters and their wide spacing. But the capital letters, and the small 'f' and 's' leave much to be desired. In one school, the High School for Indian Girls in Poona, the Lady Superintendent has had the courage to introduce 'Script-writing' with excellent results. India is a country of script (or print) writing, and it is strange that this new method, with its obvious advantages, has not taken greater hold. Its champions have a ready answer to all its critics."

Drawing

122. In secondary schools Drawing figures as an optional subject. In Government schools, however, it is compulsory on pupils in standards I to V to offer this as one of the optional subjects required. Most of the recognised schools teach Drawing. Two lessons a week are generally given. During the last few years a change has been introduced in teaching and instead of the 'old' flat copy' work, Drawing direct from the solid—from natural and manufactured objects—is now general, the pupils from the youngest stage onward being encouraged to make their representations of actual things as truthful as possible both as regards form and colour. Students from the schools go up for the Grade Art Examinations an account of which is given in paragraph 243. There are separate examinations for Drawing Teachers and Drawing Masters. The scale for Drawing Teachers is Rs. 60—4—100, while that for Drawing Masters is Rs. 100—5—150. Mr. Hoggarth, the Inspector of Drawing and Craftwork, makes the following remarks on the subject of Drawing :—

"Considerable progress has certainly been made during the past five years but one drawback which stands in the way of advancement is that no proper training for those wishing to take up the teaching of Drawing as a profession has yet been provided. A Normal School for the training of such teachers was started in 1911 but it was placed in charge of officers who made no claim to be any way specially qualified for the work which they found thrust upon them or to be conversant with the recognised educational methods of the day. Such is still the unsatisfactory position in which this Normal School finds itself and no definite steps have yet been taken to train and qualify anyone to put in immediate charge of the School. A great deal depends upon the training which teachers receive and until the Normal School has been placed on a better footing it is useless to expect any further great progress to be made.

"There are other factors which work against this and a large one is the attitude of educational authorities in general towards the subject. The following extract from an annual report issued by a Bombay school is typical :—

'Drawing is compulsory throughout the school though it is much of an infliction and waste of time as regards pupils who have no taste, liking or aptitude for it.'

"The old fallacy that Drawing should be taught in schools for the purpose of discovering budding artists and that it is more or less a waste of time to teach it to the average pupil, is still given credence. Headmasters are apathetic towards the subject and it is the exception rather than the rule to find that Drawing is a compulsory subject at the annual school examinations even in the standards in which it is regularly taught. Over ten years ago in Egypt Drawing was a compulsory subject at the Examination which qualified for Government service. In this Presidency it is not even an optional one. Combined with another subject it is, but the combination is such as to debar pupils in secondary schools from offering themselves for examination in that subject.

"As long as this attitude continues and so long as a mass of 'instruction' given in schools passes for 'Education', Drawing with its powers of bringing out initiative, individuality, and decision, of training in judgment, analysis, observation, and technical skill, will not have assigned to it 'its proper niche in the general scheme of education', and fulfil the hope expressed by Government in its resolution on the Report of 1915-1916."

Sloyd

123. Instruction is given in 'Sloyd' in the Government High Schools at Dharwar, Belgaum, and Bijapur, both paper and wood Sloyd being taught by teachers specially trained in the subject.

124. Direct moral instruction is given in all Government schools, and in some other schools, for one or two periods a week in each class. Selected stories from history and interesting episodes from religious books suited to the age and mental capacity of the students are narrated by the teachers. The Head Master, Thana High School, observes :— *Moral Instruction*

"Moral training must proceed simultaneously at home and in the school. Much depends upon the personality of the teachers themselves. The mere preaching of tenets of high morality without any attempt to practise them are more likely to tend to lead to evil results than to do any material good."

I repeat the following from my report of last year :—

"I entirely subscribe to the view that the personality of the teacher is the dominant factor, and I am extremely sceptical of the value of much of the direct moral teaching given in the schools. Not that words of advice coming from a teacher who has the respect and confidence of the pupils cannot be a very potent influence for good. But unless the teacher's character is one that carries respect no homily that he delivers is likely to have any good results."

125. In all Government schools class drill as well as open air drill is performed. English and Indian games such as Cricket, Hockey, Football, Atyapatya, and Khokho are played in all schools, under supervision. In all schools there are some teachers who take an active part in the boys' games, but generally the number of those who do so is small. The Department takes proficiency in games into account in selecting men for teachers. Some of the head masters praise the keen interest taken by District officers in the development of High School games. The Educational Inspector B. D. reports :— *Physical Training*

"At Thana, English games grew much in popularity owing to the keen interest displayed by the late Collectors, Messrs. Macgregor and Campbell. 'Indeed' the Head Master, Thana High School, says 'Mr. Campbell was a friend of boys and has left behind him by his free and close association with them and anxious solicitude for making the play-ground worthy of its name by effecting improvements, permanent impressions of love and respect and gratitude in the heart of every boy that holds the bat'. This High School won gold medals for two successive years in swimming races held by the Deccan Gymkhana, Poona."

The Head Master, N. J. High School, Karachi, reports :—

"There is a Drill Master and each class has its allotted period for gymnastics, but in addition, each day, each class has a short period when Mr. Wren's physical exercises are gone through.

"The House System is extremely popular. It was started by Mr. Grieve. Under it the boys of standard IV to VII are grouped into one body and then divided into houses. Each house is representative of all the four standards and all the castes. In this school there are four houses bearing names after four of the distinguished Sind officials of the past :—

(1) Frere with its red badge.
(2) Napier " light blue.
(3) Outram " green.
(4) Jacob " dark blue.

Each house is in charge of a senior master, assisted by two to four others. Each house has its six elevens. A programme of inter-house matches in Cricket, Hockey, and Football is settled and gone through every year. The comparative merit of each house is judged by the marks scored by it in different matches. The champion house plays a scratch match in the end with the combined first eleven of the other three houses. The victory flag is unfurled on that day in its honour. It is an hour of thrilling pride for that house.

"The system is extremely popular with boys. It encourages corporate spirit and insists on the honour of the house being considered above personal considerations. There is competition in it too. But the personal desire to excel is subordinated to the corporate good. Here the champion is not the individual but the House as a whole. Its additional merit is that for a large school with a comparatively small play-ground, it regularises chances of play for all.

"To the House system have been added the Tug-of-war Competitions. Practically every master and every boy in the school takes regular part in one or more of these various activities."

126. Mr. Miller contributes the following note on the work of the movement during the quinquennium :— *Boy-Scouts*

"The position as regards Scouting in this Presidency for the first two years of the quinquennium under report was this that with the exception of a few European and Parsi Troops in Bombay and Poona and various Indian Boy Scouts Association Troops Scouting barely existed.

"In 1919 Mr. A. C. Miller of the Indian Educational Service was put on special duty to organise the movement in the Presidency and was sent round India to study existing organisations and then to England to study the movement there.

"While in England he was able with the help of Mr. R. B. Chapman, late of the Central Provinces, to draw up a scheme where by Indian Troops could be affiliated to the Baden-Powell organisations. This scheme was submitted to Head Quarters in London and approved by them and is the scheme at present working in India. The organisation in this Presidency is as follows :—

His Excellency the Governor.....Chief Scout.

Under the Chief Scout are :—

a Provincial Commissioner,
an Assistant Provincial Commissioner for Sind,
a District Commissioner for Karachi,
an Assistant Provincial Commissioner, Northern Division,
a District Commissioner for Ahmedabad,
an Assistant Provincial Commissioner, Central Division,
two District Commissioners for Bombay, and
an Assistant Provincial Commissioner, Southern Division.

"There is also a representative Provincial Scout Council consisting of 65 members, an Executive Committee of 15, and a Finance Committee of 6.

"It was decided by the Council that, in order to put the movement on a sound footing, it would be better to send some Indian gentlemen to England to be trained at Gillwell Park Training Camp, and on their return to India that they should start a training camp and pass on the knowledge acquired in England to others.

"In 1921 six Indians and Mr. Miller proceeded to England to undergo training and returned in November of that year.

"In January, 1922, a standing training camp for Scout-masters was opened at Lonavla and by May 177 men had been trained. Nearly 100 more had applied but it was impossible to accommodate them. In 1921 an appeal by His Excellency the Chief Scout was made to the public for funds and a generous response was the result. The subscriptions amounted to Rs. 90,000.

"Most of the men who were trained at the Lonavla Camp were Schoolmasters.

"The course of training at Lonavla was a strenuous one and included lectures on :—

Physical Exercises.	Signalling.
Investiture and Patrol.	Troop and Staff drill.
First-aid.	Axemanship.
Games.	Selection of Camp-sites.
Hiking.	Food-values.
Camp hygiene.	Bridge-building.
Bird-study.	Measurements.
Knotting, lashing, and splicing.	Verbal and written reports.
Camp expedients.	Mapping and sketching.
Animal life.	Tree-study.
Tracking and spooring.	Gardening.
Patrol system and formation.	Scout's pace.
Rules and Scout Law.	Astronomy as applicable to Scouting,

and a first class journey for 12 hours by map and compass. Very particular care was taken to show that the movement is non-sectarian, non-military, non-political, and non-official, and great point was made of the patrol system and the *esprit de corps* which that system inculcates. It must be abundantly clear to the trained men that one of the greatest advantage of Scouting is that it educates each boy individually ; each boy in a Patrol is able to see for himself that he is a distinct entity and of influence over others and he is in a position to work out his own salvation. This is real education and in exact opposition to the tragedy of education which is visible in all schools which puts all boys, whatever their bent, whatever their brain-power, into the same mould and turns them out at the end of the allotted period machine-made mediocrities and purposeless automata.

"'By the breath of the school children shall the State be saved' is a statement of fact and it is high time that it was recognised. Scouting is education : practically all other forms of mental training in schools are merely instruction.

"There is every hope then that, as most of the men trained at Lonavla are school-masters, not only will Troops of Scouts be formed in the schools all over the Presidency but Scout methods of instruction will be introduced in other subjects and boys will gradually become able to learn by themselves without having all their knowledge crammed down their throats.

"Ordinary school work at present is compulsory instruction from without, Scouting is voluntary education from within, and nobody can fail to see which is the better of the two.

"It is hoped that by degrees a net-work of Local Associations will be started throughout the Presidency with a Central Head-quarters, equipment depot, lending library of Scout literature, museum, etc., but at present most efforts are being concentrated on the training of Scoutmasters, which was found to be essential in England and America and is equally essential in India."

127. The following remarks by the Educational Inspector in Sind show some of the difficulties that Head Masters have to meet :— *Organization and Class Work*

"Graduate teachers are generally found reluctant to hold charge of Standard I. This aversion is mainly due to the fact that a teacher of the lowest class is not as well esteemed by the public as the one in charge of a higher standard. It is also partly due to his having fewer free periods. One trained teacher who taught standard I for full one year with great success, complained that he felt very much lowered in Society by being pointed out as a 'first standard master.' In another case a senior assistant master thought it beneath his dignity to have anything to do with a class below the VIth standard. These ideas so much at variance with real education are being combatted."

The Head Master, Jalgaon High School, reports :—

"Senior trained men of higher qualifications have to be put in charge of lower standards to serve the ends of teaching English by direct method. Such men are generally unwilling to take up this work for two reasons, (1) they have no opportunities to make use of their wide knowledge, (2) they, besides finding this work heavily taxing, take it rather undignified to teach lower classes."

The class system is generally followed up to standard V and in some schools up to standard VI, while the subject system is followed in standard VII. Classical languages, Urdu, Science, and Drawing are generally taught by subject teachers. Forecasts of studies are required from the teachers at the commencement of the school year. Previous preparation and notes on lessons are expected from the teachers.

128. The Department allows any subject other than English to be taught through the medium of the vernacular throughout the course. In the School Final Examination which it formerly conducted it gave the option to candidates to answer in the vernacular all papers other than those in the English language. No such option is now allowed by the Joint Examination Board in the School-leaving Examination either for entrance to the University or for Government service. In 1921 Government addressed a letter to the Joint Examination Board urging the desirability of permitting those who wish to do so to answer papers other than English in their vernaculars. A copy of this letter was subsequently published in the form of a Press Note. The matter was finally discussed in the Senate in August, 1922, and after a keen debate the proposal for giving the option was lost by 33 votes to 21. *Medium of Instruction*

In the three lower standards all subjects except English are as a rule taught through the medium of the vernacular, though there are a few schools in Bombay which use English text-books for History and Geography even in the lower standards. In most schools, however, out of Bombay, and especially in Marathi-speaking districts, the vernacular is used for History and Geography and for Science up to standard V. In Government schools English is taught by the Direct Method from the beginning. The system followed, however, does not preclude the use of the vernacular, and teachers are recommended to employ the vernacular, when necessary, for explanation purposes even in the highest standards.

The Educational Inspector C. D. remarks :—

"About twelve years ago, when the idea of teaching through the medium of the Vernacular, instead of through English was considered a dangerous heresy, I ventured the opinion that 'by teaching less in English we should get more English taught'. Since then the secondary schools have been freely using Vernacular as the medium of instruction up to standard V, but the whole point of my remark was that by this means the ordinary subjects ought to be got through in half the time, and the time thus saved ought to be devoted to more English. But no time appears to have been saved, and the periods devoted to English remain much the same as before. Until far more supplementary reading in English is done, uninterrupted by the practice of verbal paraphrase, hunting for synonyms, etc., I do not see how pupils can be expected to get any increased power of expressing themselves in English. The educated Indian of 50 years ago talked better English because he read more English. The modern school-boy has read very little outside his text-books, and it is only in a few schools (*e.g.*, Sholapur High School) that the value of this supplementary reading is realised."

The Educational Inspector B. D. remarks :—

"Indian students find it easier to learn Mathematics, History, Geography, Science, and Second Language through their own vernacular rather than in English which is to them a foreign language. The mass of Indian opinion is in favour of the Vernacular as the medium of instruction and the University of Bombay has also recognised the principle but has not yet finally decided to hold the School-leaving Examination through the medium of the vernaculars."

I quote the following from my last Annual Report :—

"More than one Inspector refers to the lack of intellectual curiosity on the part of most teachers, of whom reading for the sake of self-improvement is said not to be characteristic. The following remarks from Mr. Hesketh's report will be found of interest :—

'All schools follow the course leading to the School-leaving Examination. In a few cases an attempt will be made to give it a more practical bearing by the introduction of carpentry, and other hand-work. This is much to be encouraged. In a few schools also to judge by the essays of standard VII, some attempt is made to broaden the outlook of the boys by wider reading. Speaking generally, however, one does not find much originality of outlook in the Anglo-Vernacular Schools, and the work is still dominated by Matriculation. Unfortunately the School-leaving Examination is such that a boy with a retentive memory and smatterings of knowledge can usually contrive to pass. By securing a few marks for each question he scrapes together the necessary 25 or 33 per cent. He knows no part of his subject properly, but he goes on to repeat the same process in the colleges. It is not always realised how much an examination influences the work of a school. It is not so much the prescribed curriculum, as the type of question paper and system of marking. As long as 25 per cent. only is required to pass, an examiner must either let through the large majority of candidates or he must set papers with the object of finding out what a boy does not know, rather than what he does know, and the boys are prepared accordingly. I do not want to be misunderstood. I am not advocating the raising of the pass standard from 25 per cent. to, say, 50 per cent. with a view to reducing the number of passes but to enable simple, straightforward questions to be set which every boy who has studied the subject honestly should be able to answer. If this were done, I believe it would react on the teaching, and that we should have more efficient work done in the schools. There is little teaching of English by pure translation method, at any rate, when the Inspector visits a school, but judging from results a good deal more translation is used in the lower classes than is necessary. A more serious fault is over-doing the explanation and "other words" in the higher classes, which results in slipshod and inaccurate writing. A great deal of time is still wasted in doing unnecessary rules and examples in Arithmetic. Many teachers delight in setting questions which deal with ideas quite outside their pupils' experience. Principles are neglected and a boy when given an example usually tries to think of similar examples he has done and works it out accordingly. Many sums which could be done quite simply by Algebra are worked out laboriously and clumsily by Arithmetic. I believe myself that if the syllabus were curtailed and common sense were applied to the teaching, the total time now spent on Arithmetic in the High School course could be reduced by at least one-third. The lessons thus saved could be devoted to more advanced work in Mathematics or any subject for which a boy showed some aptitude. It is, I think, a pity that Geography no longer forms an examination subject for Matriculation. It can be made a most valuable school subject.'"

VII.—Wastage in Schools

129. The total number of students actually in standard VII in Anglo-Vernacular schools in British Districts on 31st March, 1922, was 6,347. Of these 3,058 passed the School-leaving Examination. But the students who are now in standard VII were in standard I in 1916, when there were 11,988 pupils in that class. The following table shows the wastage in each standard :—

	I	II	III	IV	V	VI	VII	Passed.
	1916.	1917.	1918.	1919.	1920.	1921.	1922.	1922.
Number of pupils	11,988	11,529	10,806	9,200	7,873	5,214	6,317	3,058
Percentage	100	96·1	90·1	76·7	65·7	43·5	52·6	25·5

The decrease in standard VI in 1921 was largely due to Non-co-operation, but most of the boys rejoined after some months and the numbers in standard VII therefore increased in 1922. It will be seen that only 25·5 per cent of the boys who were in standard I completed successfully the course and that the rest of the pupils dropped off for various reasons.

The reasons for which boys drop out are—(1) inability to secure promotion ; (2) inability to pay fees ; (3) the boy joining some business, trade, or craft, or other avocation. The question arises how far a boy who does not pass the School-leaving Examination, and more especially one who has not completed the course, can be considered to have received a useful education. It is *prima facie* unlikely that all,

or even the majority, of the boys who join a secondary school are of the mental calibre for higher studies. Those who drop out cannot be said to have received a satisfactory education. They have a smattering of many subjects and a competent knowledge of none. It is this fact that lies at the bottom of the desire of the Department for a distinct course for those who are not likely to proceed to higher studies. But, as already stated, the public and the schools desire that all boys shall take the same course and the result is that 47·4 per cent. of boys who join an English school receive an education which is altogether incomplete and which does not fit them for any calling.

VIII.—General Results

130. The demand for secondary education continues to increase. It is the declared wish of the people, as shown by the decisions of the Legislative Council, that all additional funds available shall be devoted to the needs of primary education. It is therefore not possible for Government to provide the additional funds required for secondary education. Since the close of the quinquennium there has been a large reduction in the allotment for grants to secondary schools. If the increased demand is to be met, and above all if it is to be met by the provision of efficient education, the public will have to pay for the increased cost.

It is admitted that it is desirable to secure that the general standard of secondary education is kept at a high level of efficiency. The task of securing this end falls partly on the Department and partly on the Joint Examination Board. There is a natural tendency on the part of the Managers to chafe at Departmental interference. There is, however, also a tendency to forget that the chief aim of the Department is to secure the maintenance of a satisfactory level of secondary education. Those who are aware of the standard of progress considered sufficient to justify promotion from standard to standard in most schools, and those in particular who are cognisant of the methods by which some schools try to evade the reasonable conditions laid down by the Department for the mutual protection of the schools, among which may be mentioned that which provides that a boy who has been refused promotion in one school shall not be admitted to another school in a higher standard, will readily agree that the supervision exercised by the Department is not unnecessary. If any further proof were required that in many schools undue promotion is common, it is afforded by the fact that less than half of those who appear for the School-leaving Examination pass. And yet it is frequently alleged that the test imposed by that examination, the qualification for a pass in which is 33 per cent in each paper in English and additional language 25 per cent in each of the other subjects, and 33 per cent in the grand total, is inadequate. It is indeed an old complaint of the Colleges that the majority of the students who come to them from the schools are not ready for higher studies.

CHAPTER VI

PRIMARY EDUCATION

I.—General

131. A Primary School in this Presidency is one in which teaching is confined to the vernacular. The course covers 8 years, an infant class and seven standards. In most other Provinces the three highest standards would be classed as "vernacular middle", as indeed they really are. The term "Primary" includes the education given in Maktabs, Mulla schools, and Pathshalas, much of which is of a very elementary character. *Organisation*

132. The bulk of the Primary Schools (9,806 out of 12,622) are maintained by local bodies; 46 are maintained by Government, and the remainder (2,770) by private societies or persons, 2,690 being aided, and 80 unaided. District Local Board schools (8,498) are managed by the Department, the Divisional Inspector being the disbursing officer of the Educational Funds of the Boards. The budgets are passed by the Boards, which possess also the power of deciding in which village schools shall be maintained. They also, through their power of the budget, control the erection of school buildings. Municipal schools (1,308) are controlled by the Municipalities, the management being in all cases delegated to School Committees. *Management*

Under the new Primary Education Act the management of District Local Board and Municipal schools is being transferred to the local authorities (*vide* paragraphs 171 to 182).

Committees

133. The present village school committees, as reported year by year, afford as a rule little help to the masters. The Educational Inspector in Sind reports that

"Their interest in the school is as a rule faint and spasmodic and in many cases is only visible when some person in authority visits the school. Otherwise they are hopelessly ignorant of what transpires within the four walls of the school. When, however, committees do take a real interest in school matters, they are an asset of value and potentiality."

It is to be hoped that under the new system the village panchayats, with increased powers, will take more interest in their duties.

II.—Figures of Institutions and Pupils

Statistics

134. The total number of Primary Schools for boys and girls in British Districts rose from 10,755 to 12,622 or by 17·4 per cent and the number of pupils in them from 652,618 to 798,508 or by 22·4 per cent. As compared with the preceding year, however, the number of schools and pupils decreased by 396 and 8,528 respectively.

All the Divisions except the Northern Division and Sind show an increase over the figures of 1916-17 and 1920-21 and the figures compare as under :—

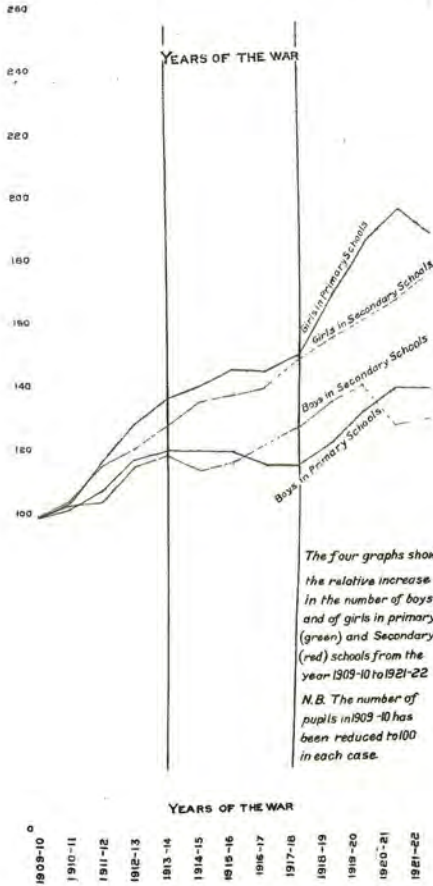
—	Schools.			Pupils.			Increase or decrease per cent over 1920-21.		Increase or decrease per cent over 1916-17.	
	1916-17.	1920-21.	1921-22.	1916-17.	1920-21.	1921-22.	Schools.	Pupils.	Schools.	Pupils.
Central Division ..	3,224	3,594	3,628	166,448	216,446	228,357	0·9	4·5	12·5	37·2
Southern Division.	1,975	2,167	2,258	113,743	142,084	143,816	4·0	2·6	14·3	28·2
Bombay Division.	1,964	2,278	2,294	132,315	159,975	165,455	0·7	3·7	21·9	25·0
Northern Division.	1,937	2,176	2,190	155,512	167,440	153,222	0·2	−8·5	12·5	−1·4
Sind ..	1,623	2,665	2,122	82,721	116,870	103,543	−20·3	−11·4	30·7	25·3
Aden ..	32	38	40	1,870	2,219	2,115	5·2	−0·1	25·0	12·6

The Northern Division showed a large fall in pupils in the last year of the quinquennium, which actually brought the final figure lower than it had been in the previous quinquennium. The decrease in pupils from 1920-21 to 1921-22 was 14,218. Of these, 77 were in Government schools, 2,435 in District Local Board schools, 668 in Unaided schools, and 11,709 in Municipal schools, whereas there was an increase of 671 in Aided schools. This decrease must be attributed solely to the Non-co-operation movement; it occurred chiefly in the Municipalities of Ahmedabad, Nadiad, and Surat, which non-co-operated during the year 1921-22.

The decrease in schools in Sind in the last year of the quinquennium is due to two causes, (1) a reduction in the number of Mulla schools, due to the application of stricter requirements for registration for Grant-in-aid, (2) the closing of District Local Board schools, partly because many schools had been opened in expectation of additional grant for the purpose, which grant was never received, partly because many of the schools opened during the first four years of the quinquennium out of special Government grants could not justify their existence and had to be closed. The same causes are responsible for the reduction in the number of pupils, a further cause being the Khilafat movement. It must, however, be noticed that the decrease in pupils in this last year of the quinquennium was only about half of the decrease in the number of schools, and above all it must be noticed that there was for the quinquennium a net increase of 30·7 per cent in the number of schools and of 25·3 per cent in the number of pupils.

In the other three Divisions there has been a large increase both in schools and in pupils, especially the latter. The increase in the Central Division is remarkable and is expressive of the great awakening among the agricultural classes and in particular the Marathas and allied communities. In the Satara district the increase during the quinquennium has been as much as 82 per cent. It was chiefly this demand for universal education that induced Government to introduce a bill for compulsory education.

Boys and Girls in Primary and in Secondary Schools.



135. The number of primary schools for boys (with whom this chapter is specially concerned) rose by 1,525 to 11,170, and the number of pupils by 122,749 to 693,103, or by 21·5 per cent. As compared to the preceding year the number of schools and pupils declined by 343 and 4,611 respectively.

The average number of pupils per school under Government, Municipal, District Local Board, and private management (aided and unaided) is 124, 139, 58, and 45 respectively. The average number for all classes of primary schools for boys was 62. The growth in the number of boys attending primary schools for the last 13 years is shown in the graph attached to this Chapter.

Distribution of Boys' Schools.

136. There is one primary school for boys for every 2·4 towns or villages, as against 2·7 in 1916-17. The position in the different Divisions is as under :—

	B. D.	C. D.	N. D.	S. D.	Sind.	Aden.
Number of towns and villages served by one boys' primary school	2·9	2·3	1·8	2·3	2·8	0·1

One boys' school serves 11·1 square miles. If educational institutions of all sorts are taken the number of square miles served by one institution is 1·8. There is one educational institution for every 1,299 of the total population, and one boys' Primary School for every 912 of the male population. The proportion of pupils is now 62·6 per mille against 52·1 in 1916-17.

Attendance

137. The average daily attendance in a primary school for boys was 46, or 75·4 per cent of the average monthly number on the rolls. The different Divisions compare as under. I must confess that I suspect the Aden figures :—

	B. D.	C. D.	N. D.	S. D.	Sind.	Aden.
Percentage of daily attendance to the average number	73·4	76·6	74·1	75·6	77·6	94·2

Pupils by Communities

138. The distribution of pupils in primary schools for boys among different races and creeds is as follows :—

Race or creed with male population.		Number of pupils in boys' primary schools.	Percentage to the male population.	Percentage of increase or decrease under column 2.
1		2	3	4
Indian Christians	121,578	14,813	12·2	38·6
Brahmins	380,767	61,736	16·2	8·0
Non-Brahmin Hindus, Jains, Lingayats, etc. ..	7,418,749	483,607	6·5	23·1
Mahomedans	2,115,331	127,032	6·0	21·9
Buddhists	1,557	1	0·06	0·0
Parsis	43,094	3,757	8·7	−4·3
Others, etc.	101,944	1,557	2·2	60·2
Total ..	10,183,020	693,103	6·8	21·5

Europeans and Anglo-Indians are educated almost entirely in European schools, which are classed as secondary schools, though their lower standards should more logically be regarded as primary.

Stages of Instruction.

139. Only 8·2 per cent of the pupils in primary schools for boys and girls were in the upper primary stage of instruction, *i.e.*, in standards V to VII, 91·8 per cent being in the lower primary stage. The latter, if subdivided into (1) reading printed books and (2) not reading printed books, were 67·0 and 24·8 per cent respectively. Separate figures for boys work out at 9·8, 90·2, 69.5, and 20·7 per cent respectively.

III.—Expenditure

140. The total expenditure on primary schools of all kinds rose during the quinquennium from Rs. 63,47,589 to Rs. 1,49,52,547, or by 135·6 per cent. Expenditure on boys' primary schools has risen from Rs. 53,71,241 to Rs. 1,25,31,381, or by 133·3 per cent.

Percentage of Expenditure in Divisions.

141. The following table gives the percentages of expenditure on primary education and certain averages as indicated below :—

A.—Percentage of direct expenditure on all primary schools to total direct educational expenditure.

B.—Percentage of direct public expenditure on all primary schools to total direct public expenditure on education.

C.—Average total direct expenditure on a boys' primary school.

D.—Average direct expenditure per pupil in a boys' primary school.

E.—Average direct public expenditure per pupil in a boys' primary school.

F.—Average direct expenditure from public funds on boys' primary school per head of the male population :—

	A.	B.	C.	D.	E.	F.
			Rs.	Rs.	Rs.	Rs.
Bombay Division	53·9	70·8	1,517·0	23·4	20·4	1·1
Central Division	64·9	72·7	961·6	15·8	14·2	1·1
Northern Division	70·6	78·6	1,285·0	18·1	16·6	1·4
Southern Division	76·1	82·6	971·8	15·7	14·5	1·1
Sind	68·3	75.4	902·9	20·9	18·0	0·8
Aden	39·7	43.2	1,011·7	23·0	11·1	0·4
Total or Average ..	60·1	72·9	1,121·9	18·4	16·4	1·1

The figures for the Bombay Division are largely vitiated by the fact that it includes the city of Bombay.

It will be seen that 60·1 per cent of the total direct expenditure is on primary education against 50·8 per cent 5 years ago, while 72·9 per cent of the expenditure from public funds is incurred on primary education.

Sources from which expenditure is met.

142. The sources from which the expenditure in all primary schools is met are as follows :—

—	Amount contributed in		Percentage to total direct expenditure on primary schools in	
	1916-17.	1921-22.	1916-17.	1921-22.
	Rs.	Rs.		
Provincial Funds	33,57,182	98,22,378	52·9	65·7
Local Funds	6,48,613	5,82,012	10·2	3·9
Municipal Funds	11,52,240	27,64,964	18·1	18·5
Fees	4,73,144	5,17,381	7·5	3·5
Endowments	1,33,943	3,60,133	2·1	2·4
Subscriptions, etc.	5,82,467	9,05,970	9·2	6·0
Total ..	63,47,589	1,49,52,847	100·0	100·0

It will be seen that, whereas the total expenditure increased by 135·5 per cent, the expenditure from Provincial funds increased by 192·5 per cent, while that from Local funds decreased by 10·3 per cent. 65·7 per cent of the total expenditure is contributed from Provincial funds and only 3·9 per cent from Local funds, against 52·9 and 10·2 per cent 5 years ago. Of the Provincial contribution, 17·4 per cent represents grants to Municipalities, 76 per cent grants to District Local Boards, and 4·6 per cent grants to schools under private management. At present Government contribute 90·5 per cent of the cost of District Local Board schools and 40 per cent of the cost of Municipal schools.

143. The following table will be of interest as showing the distribution of the Provincial expenditure on education under the various heads of this Presidency and for all other Provinces in India :— *Expenditure by Provinces*

Statement showing figures of Provincial expenditure on various classes of education in the various Provinces for 1921-22, with percentage to total expenditure.

Name of Province.	Higher.	Secondary.	Primary.	Special.	Direction.	Inspection.	Total Provincial expenditure on public instruction.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Bombay	11,70,453 6·9	19,29,777 11·3	98,22,378 57·8	14,86,075 8·8	1,38,385 0·8	13,27,405 7·8	1,69,88,259
2. Madras	12,02,883 7·6	17,28,641 10·9	55,28,274 34·9	27,21,256 17·2	1,56,130 0·9	13,21,281 8·3	1,58,26,427
3. Bengal	22,47,258 16·6	20,53,491 15·2	19,45,105 14·[illegible]	13,93,414 10·3	1,92,527 1·4	11,82,601 8·7	1,35,45,045
4. United Provinces ..	17,19,734 11·0	33,31,997 21·3	43,09,387 27·6	14,77,109 9·5	1,65,312 1·06	9,25,301 5·9	1,56,14,823
5. Punjab	11,02,213 12·7	25,11,724 28·9	19,16,563 22·0	7,47,502 8·6	1,59,768 1·8	5,40,762 6·2	86,77,912
6. Burma	3,83,415 4	44,25,494 44	14,39,027 14	4,22,263 4	2,52,170 2	7,67,621 8	1,01,64,870
7. Bihar and Orissa ..	4,71,501 9·8	7,61,464 15·6	1,82,080 3·6	7,67,689 15·1	94,394 1·9	7,25,380 14·3	50,75,550 These figures are for the year 1920-21.
8. Central Provinces ..	4,42,959 8·6	11,39,972 23·2	18,37,006 35·8	5,18,356 10·1	1,00,064 1·9	4,27,189 8·3	51,23,148
9. Assam	2,44,529 11·1	5,24,110 23·9	5,73,372 26·2	1,16,303 5·3	58,396 2·6	2,54,919 11·6	21,85,303
10. North-west Frontier Province	94,944 8·1	3,83,391 32·5	3,03,968 25·8	86,055 7·3	53,487 4·6	82,278 6·9	11,78,907

It will be seen that the Bombay Government stands easily first in its allotments to Primary Education. The figures under that head must, however, be discounted to a certain extent by the fact that the three upper standards of our primary schools are classed as primary, whereas in most other provinces they would be classed as secondary (vernacular middle). On the other hand it may be remarked that by far the greater part of the expenditure on Special Education is for the training of teachers for primary schools, and this might perhaps more logically be shown under the head of Primary. Similarly, the greater part of "Inspection" is for primary schools. In fact, some 70 per cent of the expenditure of the Bombay Government on Education is for Primary Education.

144. An annual recurring Imperial grant of Rs. 14,12,000 was received in each of the first four years of the quinquennium for the development of Primary Education. During the last year of the quinquennium the grant was merged in the Provincial Revenues. No non-recurring grant was received for Primary Education from Imperial Revenues. *Imperial Grants*

145. A Board school contains on an average 67 pupils, while an aided school contains 48, and an unaided school 71. The average annual cost of a Board primary school for boys is Rs. 1,251, of an aided school Rs. 581, and of an unaided school Rs. 914. The following table compares the average annual cost of a boys' primary *Average Cost of a School and of a Pupil*

school and the average annual cost of a pupil in the various classes of schools in 1916-17 and 1921-22 :—

	Average annual cost of a boys' primary school.		Average annual cost of a pupil in a boys' primary school.	
	1916-17.	1921-22.	1916-17.	1921-22.
	Rs.	Rs.		
Government	1,567	3,959	17·6	34·
Local Board	448	970	8·3	17·1
Municipal	1,733	3,093	12·0	25·7
Total under Public Management ..	581	1,262	9·2	19·2
Aided	425	581	9·4	13·4
Unaided	833	914	13·1	17·3
Total under Private Management ..	449	590	9·7	13·6

146. The following table compares the cost by Divisions of Local Board schools for boys and girls :—

	Average annual cost of a school.				Average annual cost of educating a pupil.				Average number of pupils in a school.	
	1916-17.		1921-22.		1916-17.		1921-22.		1916-17	1921-22.
	Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.	Cost to Government.		
Boys.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		
Bombay Division ..	395 7 1	322 15 1	795 1 11	724 8 6	7 5 1	5 15 7	15 14 3	14 4 11	52	53
Central „ ..	365 10 8	291 13 8	844 8 6	758 15 2	7 9 2	6 0 9	15 7 2	13 13 8	48	56
Northern „ ..	553 12 0	432 2 0	1,153 13 0	1,067 7 6	8 2 0	6 6 6	17 11 6	16 6 6	68	65
Southern „ ..	455 0 0	369 0 0	1,030 0 0	937 0 0	8 0 0	7 0 0	17 0 0	15 0 0	54	62
Sind ..	597 15 0	518 8 0	1,286 1 6	1,084 12 6	12 15 0	11 4 0	25 12 0	21 14 0	46	56
Total Presidency ..	450 0 0	355 0 0	970 0 0	876 0 0	8 4 6	6 8 6	17 2 0	15 8 0	54	56
Girls.										
Bombay Division	402 14 11	150 14 5	790 1 1	754 2 9	8 4 10	3 1 9	16 13 4	16 0 10	49	48
Central „ ..	374 8 3	374 8 3	738 4 11	738 1 11	9 9 0	9 9 0	15 15 9	15 15 9	32	46
Northern „ ..	542 2 6	319 6 0	1,287 7 6	1,156 2 6	8 14 0	5 3 6	19 0 0	18 3 0	61	63
Southern „ ..	411 0 0	411 0 0	941 0 0	941 0 0	8 0 0	8 0 0	16 0 0	16 0 0	54	58
Sind ..	624 8 0	512 3 0	1,432 4 0	718 3 0	13 12 0	0 14 0	28 14 0	14 7 0	43	50
Total, Presidency ..	459 0 0	226 0 0	969 0 0	916 0 0	8 12 6	4 3 0	17 12 0	16 12 0	52	54

The following table compares the growth in the number of schools, pupils, and expenditure during the last 15 years :—

Bombay Presidency

Primary schools.	1906-07.				1911-12.			
	Number of schools.	Number of pupils.	Provincial expenditure.	Total expenditure.	Number of schools.	Number of pupils.	Provincial expenditure.	Total expenditure.
			Rs.	Rs.			Rs.	Rs.
1 For Males	7,396	404,339	14,38,210	29,69,904	8,914	517,360	21,03,815	41,86,574
2 For Females	768	47,243	1,49,429	5,03,606	890	63,059	1,79,545	6,89,726
3 Total	8,164	451,582	15,99,639	34,73,606	9,804	580,428	22,83,360	48,76,300
4 Percentage	100·	100·	100·	100·	120·1	128·5	142·7	140·4
5 Cost of educating a pupil ..	..	..	3 8 8	7 11 1	..	..	3 14 11	8 6 5
6 Increase or decrease per cent. ..	..	..	100·	100·	..	..	111·0	109·2

Primary schools.	1916-17.				1921-22.			
	Number of schools.	Number of pupils.	Provincial expenditure.	Total expenditure.	Number of schools.	Number of pupils.	Provincial expenditure.	Total expenditure.
			Rs.	Rs.			Rs.	Rs.
1 For Males	9,645	570,354	30,74,325	53,71,241	11,170	693,103	87,53,826	1,25,31,381
2 For Females	1,110	82,264	2,82,857	9,76,348	1,452	105,405	10,68,552	24,21,466
3 Total	10,755	652,618	33,57,182	63,47,589	12,622	798,508	98,22,378	1,49,52,847
4 Percentage	131·7	144·5	289·8	182·7	154·6	176·8	614·0	430·5
5 Cost of educating a pupil ..	..	..	5 1 7	9 10 2	..	..	12 7 8	19 9 9
6 Increase or decrease per cent. ..	..	..	143·0	125·2	..	..	352·3	247·1

It will be seen that, although the pupils have increased at a greater rate than the schools, the increase in the expenditure has been out of all proportion to the increase in pupils. The increase has been most rapid in the last quinquennium, in which the total cost has increased by 97·2 per cent and the cost to Government by 144·7 per cent. The increase is almost entirely due to the increased pay of the teachers (*vide* paragraphs 151 and 152).

147. The fee collections amounted to Rs. 5,17,381 and formed 3·5 per cent of the total expenditure. The present rule for Government and Board schools is that no child shall be kept away from school by inability to pay fees. The rules regarding fee concessions have always been such as should have secured this result, and, if in the past any child in a District Local Board or Municipal school was kept out of school owing to the cause indicated, it was because the Board did not give adequate concessions. Municipalities may, with the consent of Government, make primary education absolutely free, and 13 of the 156 Municipalities have done so. In District Local Board schools 40·1 per cent of the children are admitted free, in Sind all being admitted free. The sons of cess payers are admitted at reduced rates, which are generally half the ordinary rates. In the Northern Division, however, the fee under this concession is half an anna in the Infant class and one anna in all other standards. Fifty-two per cent of the total number of children in District Local Board primary schools are admitted at such rates. The average annual fee per pupil in a primary school for boys has fallen from Re. 0-11-11 to Re. 0-10-9. This figure includes schools under private management, which generally charge considerably higher fees, the average fee in an unaided school being Rs. 4-0-5. In all Government and District Local Board schools all girls are admitted free. The following table compares the average annual fee per pupil in schools by management :— Fees

	1916-17.	1921-22.
	Rs. a. p.	Rs. a. p.
Government	1 1 1	0 9 2
Local Board	0 7 4	0 5 11
Municipal	1 1 2	0 13 10
Total under Public Management ..	0 9 7	0 7 9
Aided	1 7 6	1 10 7
Unaided	3 0 5	4 0 5
Total under Private Management ..	1 9 7	1 11 11
Total Presidency ..	0 11 11	0 10 9

IV.—General Development

148. It has been the constant policy of Government to carry out a steady expansion of primary education until a school exists in every village capable of producing a sufficient number of children to justify the maintenance of a school. They have been hindered by financial difficulties during the last few years in carrying out this policy. Of the 26,736 towns and villages in this Presidency 9,687 at present have a school. In a large number of the remainder the population is so small or so scattered

that it would be difficult to open a school. There are still 2,488 villages with a population of over 500 which have no school. It would probably be safe to say that a District Local Board school has existed at some time in the majority of these villages but has had to be closed for want of numbers. It is a fundamental principle of the new Primary Education Act, side by side with the introduction of compulsion, to provide for the expansion of education on the voluntary basis. It is expected that some 3,000 to 4,000 schools will have to be opened and it is proposed to increase the total attendance of boys of school-going age by nearly five lakhs in the next ten years. There will then be at school about 80 per cent of the boys in the Presidency and 60 per cent in Sind. It is hoped to bring in one lakh of girls of school-going age within ten years. But owing to the dearth of suitable teachers it is probable that this will have to be done more by encouraging girls to join boys' schools than by opening new schools for girls. I have referred in a previous paragraph to the great demand for education among the less advanced classes in the Deccan. It is expected that the next few years will show a very large increase both in the number of schools and in the numbers attending them.

Continuation of Studies

149. The distribution of boys over the various stages of elementary education in primary schools and primary sections of secondary schools is given in the following statement :—

	Total number in each stage.		Percentages to total number.	
	1916-17.	1921-22.	1916-17.	1921-22.
Boys in upper primary stage	100,763	92,840	18·9	9·8
Boys in lower primary stage reading printed books ..	299,759	447,444	56·1	69·5
Boys not reading printed books	133,495	133,124	25·0	20·7
Total ..	534,019	643,408	100·	100·

The decrease in the number of boys in the upper primary stage is due to the fact that boys in standard IV, who in 1916-17 were shown under the upper primary stage, are now included in the lower primary stage. That there has been no real decrease is shown by the fact that the number of those who appeared for the Vernacular Final Examination rose from 7,513 to 8,927. So far from there being a decrease in the upper primary standards, which, as already explained, would be classed as vernacular middle (secondary) in other provinces, it would appear that there has been a considerable increase, in spite of the increase in demand for English education. It has been noticed that in some parts parents, recognising the value of a sound vernacular education, put their children through vernacular standard V before sending them to an Anglo-Vernacular school, instead of sending them immediately on completion of the IVth standard.

Teachers

150. The number of teachers in boys' schools rose from 25,133 to 28,875 and that of trained teachers from 9,503 to 14,218, or by 49·2 per cent. The trained teachers now form 49·2 per cent of the total number of teachers, as against 37·8 per cent in 1916-17. The distribution of teachers by management is given below :—

	Total number of teachers.	Number of trained teachers.	Percentage of trained teachers to total number of teachers.
Government schools	217	157	72·4
District Local Board	17,773	9,649	54·3
Municipal	6,787	3,619	53·3
Total under Public Management ..	24,777	13,425	54·2

By Divisions the distribution of trained teachers is as under :—

	Total number of teachers.	Number of trained teachers.	Percentage of trained teachers to total number of teachers.
Bombay Division	6,409	2,369	37
Central "	8,766	3,437	41·1
Northern "	6,044	3,442	56·9
Southern "	4,934	3,293	66·7
Sind	3,063	1,671	54·6
Aden	59	6	10·2
Total ..	28,875	14,218	49·2

151. The average pay given to a primary teacher in the different Divisions is shown in the following statement :— *Pay of Teachers*

	District Local Board Schools.	Municipal Schools.
	Rs.	Rs.
Bombay Division	30·6	50·8
Central "	30·7	28·3
Northern "	33·7	32
Southern "	36	31
Sind	33·6	35

The minimum pay for untrained and trained teachers was raised considerably during the quinquennium, as will be seen from the following table :—

	Initial pay in 1916-17.	Initial pay in 1921-22.	Maximum 1921-22.	
	Rs.	Rs.	Rs.	
Unqualified Assistant	9	20	20	
" Head Master	11	25	25	
Qualified Assistant	9	25	25	
" Head Master	11	30	30	
1st year trained	12	30	30	Excluding selection grades.
2nd " "	15	35	40	Excluding selection grades.
3rd " "	20 25	40	60	Excluding selection grades.

The above rates refer to Government and Board schools. The maximum pay and the incremental scales for trained teachers are still under the consideration of Government. The maxima at present prevailing are shown in the above statement. The introduction of a fixed incremental scale of pay for all teachers is universally criticized by the Inspecting staff as having tended to lessen effort and thereby having decreased the efficiency of the schools. I have reason to believe that there is considerable support for such a view and that the teachers as a body worked better when their promotion depended chiefly on their individual work. The Department has been considering means by which pay may be made to depend at least in part on individual merit. It is extremely difficult when dealing with so large a body of men to devise a system which will secure equal justice to all. It is to be hoped that the School Boards, who will now fix the scales of pay of all teachers to be appointed hereafter, will be able to devise a satisfactory system.

Cost of Education

152. It has been shown that the annual cost of educating a boy in a Government primary school is Rs. 34-0-0, in a Municipal school Rs. 25-12-1, and in a District Local Board school Rs. 17-2-11. It has also been shown that the average cost rose during the quinquennium from Rs. 9·3 to Rs. 18·4. The statements given in paragraph 151 will at once show how this increase has been brought about. Not only has the pay of the teachers, especially the untrained teachers, been very greatly increased, but there has been a very large increase in the proportion of trained teachers, who in Government and Board schools, which comprise the bulk of the schools, now represent 54·1 per cent of the total. Of the 14,218 trained teachers an undue proportion are second and third year trained. The large increase in the number of trained teachers, and especially of second and third year trained teachers, whose pay is on a far higher scale, has further increased the cost of education. All these causes have acted as a drag on the expansion of primary education. Incidentally, they have imposed very large additional burdens on the local bodies. The funds of the District Local Boards being inelastic, the additional cost in their case has been met entirely by Government. But in the case of Municipal teachers half the additional cost has fallen on the Municipalities and many of them have been unable to meet the additional cost, while in most cases it has, not unnaturally, given rise to considerable discontent.

Emoluments in addition to Pay

153. The pay shown above is in some cases supplemented in various ways. The primary school master is sometimes also the branch post master and as such draws an allowance, generally from Rs. 6 to Rs. 10 a month. The arrangement is a convenience to the villagers, a help to the ill-paid teachers, and an economy for the Postal Department. It is sometimes complained that the postal work interferes with school work, but this is only the case in villages in which it is exceptionally heavy. Sanitation and birth registration work are sometimes entrusted to village teachers. The allowance for the former is usually Rs. 2 and for the latter Re. 1. Teachers are also allowed to officiate as Secretaries of Co-operative Societies, for which they receive remuneration not exceeding Rs. 5 per mensem. Many teachers add to their pay by private tuition. This is especially the case in the towns, and in many places the practice has become a serious abuse and interferes with the proper work of the teachers.

Pensions and Provident Funds

154. Service in Government, District Local Board, and Municipal primary schools is pensionable, the local bodies paying pension contribution to Government. The Bombay Municipality has its own scheme of pension for teachers employed since 1912. A few teachers in the Karachi and Sukkur Municipalities are on the Municipal Provident Fund. The present system is not altogether a source of satisfaction. Many teachers would prefer a Provident Fund. The teacher in a private primary school is in a particularly unfortunate position as regards provision for old age. A few schools have their own Provident Fund but in most cases no provision is made for old age.

Number of Pupils per Teacher

155. The average size of a primary school (if boys' and girls' schools are taken together) is 62 pupils and the average number of pupils per teacher is 27. Five years ago these figures were 61 and 26. The average number of pupils by Divisions was:—

	Average number of pupils per teacher in a primary school.
Bombay Division	25
Central Division	27
Northern Division	26
Southern Division	29
Sind	32
Aden	29
Whole Presidency	27

In Sind the number of teachers in a primary school is determined roughly by the formula $\frac{x \text{ plus } 4y}{30}$ where x denotes the number of pupils, y the number of classes. This formula is reported to work well in practice but the Inspector reports that owing to the financial stringency some of the schools are understaffed.

In some of the districts of the Presidency owing to the large increase in attendance and to the inability to provide a sufficient number of teachers recourse has to be taken to the "shift system", whereby the school meets in two shifts the lower classes meeting in the morning and the higher in the afternoon in the same school building with the same staff. The experiment will be watched with interest.

Apart from the fact that almost all the schools, except the largest, are understaffed, no less than 3,436 District Local Board schools out of a total of 8,498 schools are one-manned. The majority of these schools teach the infant class and 4 standards and some even beyond the fourth standard. The loss of efficiency caused by this state of things can be easily imagined. It is the stagnation in the infant classes that is responsible more than anything else for the wastage that occurs in schools. As shown in paragraph 149, 24·8 per cent of the children at school are not reading printed books; the percentage for village schools would be considerably higher than this. I estimate that about 38 per cent of the pupils in the infant class stagnate there and that of the pupils admitted to that class only some 18 per cent eventually pass the fourth standard. This points to serious wastage and the need for additional assistants is clear. As I stated last year, Mr. Hesketh is of opinion that in dealing with illiteracy more could be done by providing additional assistants than by continuing to open new schools; and I strongly support this view.

System of Grant-in-aid

156. Registered primary schools are aided according to the rules of the Grant-in-aid Code and receive a grant up to one-third of the expenditure of the previous year. In fixing the grant some attention is in practice paid to the cost per pupil.

The total amount given from public funds as recurring grant to privately managed schools increased by Rs. 3,21,874 to Rs. 6,24,920. The amount thus given per pupil in aided primary schools for boys was as under:—

	Rs.
Bombay Division	6·3
Central Division	3·7
Northern Division	2·6
Southern Division	2·5
Sind	6·5
Aden	8·3
Whole Presidency	4·4

Special concessions are given to institutions for the Depressed Classes and to a few schools which give education of a special nature. Such schools are usually given grants up to one-half of the expenditure. In the case of indigenous schools and Maktabs grants are based on the average attendance. The system of grant-in-aid to Mulla schools in Sind is dealt with in Chapter XIV.

Grants to District Local Boards are given on a fixed basis. These represent the grants as last re-assessed in 1903 on the basis of two-thirds of the expenditure, supplemented by numerous subsequent grants for certain specified purposes, chief among which has been to bring the pay of all classes of teachers up to a fixed scale.

As already stated, out of the total expenditure of Rs. 82,46,158 by the District Local Boards on primary education Government pay no less a sum than Rs. 74,67,008, or 90·4 per cent.

The grants to Municipalities other than the City of Bombay are at the rate of half of the expenditure.

Buildings and Type Plans

157. Of the total number of District Local Board schools for boys and girls 29·5 per cent meet in their own buildings; 4·2 per cent in buildings partly District Local Board and partly rented; 17·9 per cent are held in exclusively rented buildings; and 48·4 per cent are housed free of rent in chavdis, temples, dharmsalas, and private houses. Twenty-one new buildings were erected by the Boards and 36 were under construction, while 23 buildings were extended.

As I stated last year, there is a unanimous expression of opinion on the part of the Educational Inspectors in favour of less costly and less elaborate school buildings. This opinion is shared by the public. Under the rules, a District Local Board building costing over Rs. 10,000 has to be constructed by the Public Works Department, whose charges work out at from Rs. 90—100 per pupil. It is obvious that such a cost, even if we consider only the interest on the original outlay, is out

of all proportion to the recurring cost of educating a pupil (Rs. 19). It is also obvious that the cost of providing the remaining 70·5 per cent of the schools with their own buildings at this rate is out of the question. The Public Works Department have prepared plans for an open air type of building, which work out at about Rs. 80 per pupil. But this type does not appear to be popular, and it is unsuitable for many parts of the Presidency. The Dharwar District Local Board have produced some type plans for buildings for 30 and 60 boys at an estimated cost of Rs. 1,700 and Rs. 2,500 respectively, giving Rs. 56 and Rs. 41 per pupil. These plans have been approved by the Public Works Department. It is essential that under the Primary Education Act a free hand should be given to the Boards to erect their own buildings, and that less stringent requirements should be insisted on than in the past. A partial solution of the question is to encourage the villagers to construct their own buildings. This practice has been followed to a certain extent in the past, 43 schools having been so built during the quinquennium at an average cost of Rs. 18 per pupil.

I repeat the following remarks by Mr. Hesketh quoted in my last Annual Report :—

"In the Satara District, the villagers of Saspade have at a cost of Rs. 2,000 built without Government aid a decent school house for 100 pupils, a house of burnt bricks with a roof of corrugated iron sheets. This was possible owing to the interest taken by the Inamdar of the village, who has the confidence of the villagers. The Inamdar of Kalami, Taluka Tasgaon, a sensible and influential Mahar, was able to persuade the villagers to build at their own cost a suitable school house, an example followed by the low castes of Bhilavadi (in the same Taluka) who have placed the material collected and the site at the disposal of the District Local Board for completing the work they had commenced. As I pointed out last year it is impossible to erect any large number of school buildings according to the approved Public Works Department plans. The cost now works out at Rs. 75—100 per pupil and shows no signs of falling. Buildings of this type are admirable and several I have seen would be a credit to any country, except perhaps from an architectural point of view. The trouble is that when one school is built at a cost of a quarter of a lakh there is not much money left for the rest of the schools in a taluka. If District Local Board schools are prepared to aid local enterprise we may be able to get cheap buildings, sufficiently well lighted, and ventilated, which will serve their purpose, for a number of years if not for several centuries."

Courses

158. The present course is divided into seven standards and an infant class, and an ordinary learner can complete it in eight years. It comprises the 3 R's, with Indian Accounts, History and Geography, and Object Lessons in the lower and Science Lessons in the higher standards (with Drawing in both). Kindergarten methods and story telling are employed in the infant classes and lower standards. Drill and physical exercises are performed in most schools, but it must be confessed that their performance is seldom satisfactory. In practice, however, it is the 3 R's that in the bulk of the village schools receive the greatest attention.

There has been no change in the curriculum for boys' schools except that a course in Nature Study and School Gardening was added during the quinquennium. It is followed in schools which have the necessary facilities for the purpose. To give the necessary instruction to the inspecting staff, special classes were held in the Training Colleges in the Central Division, Southern Division, and Sind. Similar classes were held in the Central Division and Southern Division for the benefit of selected primary school teachers. In spite of the difficulties which exist in most places in the way of keeping school gardens, many schools are reported to have creditable gardens. A new syllabus in Nature Study has been introduced in the Training Institutions. An adaptation of a hand-book on Nature Study by Mr. Thompstone has been complied and will be translated into the vernaculars of the Presidency. Instructions for the use of teachers of Nature Study have been framed by Mr. K. S. Vakil, Inspector of Training Schools. The need is for capable and enthusiastic instructors in the Training Institutions who will prevent the subject becoming one of notes and text-books. In this connection Mr. Vakil reported in 1921-22 :—

"Notwithstanding these difficulties, work in Nature Study and School Gardening has not been neglected. Use is fully made of every little strip of open land available for the purpose. Plants are also reared in pots for observational purposes. Study of insects, birds, and animals is pursued with zest with improvised materials. An aquarium has now been improvised in almost all training schools, a vivarium is maintained at Bijapur and Naushahro, and an aviary at Bijapur, Naushahro, and Karachi."

The standards for Girls' schools and the Urdu standards were revised during the quinquennium. At the close of the last quinquennium the rural standards were abolished. There is now no difference in the courses for rural and urban areas except that Kindergarten, Object Lessons, and Drawing are omitted in rural schools that have no trained teachers.

Education of the Agricultural Classes

159. Government have recently had under consideration the question of adapting primary education more closely to the needs of the Agricultural Classes. They have decided that it is not desirable to burden the younger pupils in primary schools, viz., those learning in standards up to the IVth, with any vocational education.

They have determined to introduce a bifurcation in the primary school course from the IVth standard, a special alternative curriculum with an agricultural bias being provided for standards V to VII. The special subjects in the alternative agricultural course are to include Nature Study, with a certain amount of practical work in gardens or fields attached to the schools. A special set of Agricultural Readers is to be prepared.

A certain number of teachers were trained at the Agricultural School at Loni near Poona last year. Two others from Sind were sent to Lyallpur (Panjab) to be trained. Six classes are shortly to be opened. The experiment will be watched with interest. It will be seen that it is on more modest lines than the classes started in the Panjab. It remains to be seen whether the boys in these schools will take advantage of the semi-agricultural training they will receive for its own sake, or merely as a means of getting a certificate of having completed such a course.

As to the alleged unsuitability of the present curriculum for the children of agriculturists, my view is that it is not so much what is taught that matters as the way it is taught. In other words, it is the spirit rather than the matter of the teaching that is at fault. The fault is to a great extent due to the fact that the majority of the teachers are from the advanced or literary classes, whose outlook on life is not that of the agriculturist. Serious attempts are being made to render the training in the training institutions more practical. In particular, as stated elsewhere, far greater attention is now paid to Nature Study and Science. It is, however, difficult to induce persons to alter their traditional, not to say hereditary, attitude towards life, and there is perhaps a substratum of truth in the contention commonly urged by the leaders of the less advanced classes, that none but members of the agricultural classes are suitable to teach the children of agriculturists.

Manual Training

160. Manual training properly so called does not form part of the recognised primary school course in the Presidency. Managers, however, are allowed the option of substituting a graduated course in manual training or elementary science for the object lessons and science prescribed under standards III to VII, provided that the course proposed is approved by the Department. Paper Sloyd is taught in a few schools. Paper folding of course forms a part of the ordinary Kindergarten occupations in most schools which have trained teachers.

English in Primary Classes

161. Twenty English classes were attached to primary schools in rural areas, including two Urdu schools, as an experimental measure in 1919, English being taught in standards V-VII, which, as already explained, are more really secondary standards. They contained in all 703 pupils. These classes are dealt with in paragraph 103 of Chapter V on Secondary Education.

Out of a total of 798,508 pupils of both sexes studying in primary schools 5,277 learn English.

Examinations

162. District Local Board schools, which are administered by the Department, are generally examined annually by the Assistant Deputy Educational Inspectors in charge of the schools, the Deputy Educational Inspector exercising a general supervision over the entire district and inspecting only a few representative schools. But the examination of the larger District Local Board schools is entrusted in alternate years to the Head Master of the school, the Assistant Deputy Inspector merely inspecting them or examining a few classes in one or more subjects. The examination of Municipal, Aided, and Recognised schools is ordinarily conducted by their respective managements, the Deputy Inspector merely inspecting them with the help of his Assistants. Every third year the IVth standard in these schools is examined in detail by the Deputy Inspector with the help of his Assistants.

Each Deputy Inspector is expected to inspect 3,000 pupils and each Assistant Deputy Inspector 5,000 in a year. Besides holding the annual inspection or the examination of schools the inspecting officers are required to visit as many of the schools as possible a second or third time.

The Vernacular Final Examination, which is conducted by the Department, and which qualifies for admission to the lower grades of the public service including primary school teachers, is held in the subjects of the VIIth standard. In 1922, 8,927 appeared in the whole of the Presidency, of whom 4,199 or 47 per cent were successful. The figures for the preceding year were 8,498, 4,167, and 49, and for 1916-17, 7,513, 4,862, and 64·7 respectively. The number of passes in the different Divisions was :—

Bombay Division	609
Central Division	1,167
Northern Division	633
Southern Division	915
Sind	875

Boys' Co-operative Societies

163. The number of school-children's Co-operative Societies has risen to 436. These societies teach elementary business principles in a practical way and are reported to be doing well in most places. In Sind most of them exist in out-of-the way places and are thus a real help and convenience. The Societies work with small capital collected by the boys among themselves and generally deal in books and school stationery. The boys themselves manage the work and keep regular accounts, which are checked by the Head Masters and the Inspecting officers. The Educational Inspector B. D. remarks that :—

"These societies cannot compete with local shops, as their capital is often very limited and their scope of activity is confined to a narrow sphere. Though from a business point of view they are not very profitable, from an educational point of view they are very useful. They serve as an object lesson in practical economy and co-operation and create habits of self-help, mental discipline, and honest dealing."

VI.—Education of those in employ

The Problem of Child Labour

164. Chief among the factors which retard the progress of primary education is the fact that the children of the labouring, and especially the agricultural, classes are required to assist their parents in their occupations, and in some cases, especially in factories, are themselves earning wages.

A number of experiments have been tried to enable the son of the agriculturist and the labourer to help in the fields and yet continue his studies, but none of them have been particularly successful. Half-time schools, special courses involving a shorter duration of school life, and the closure of schools during the cultivation season, have alike proved unsuccessful. It is reported, however, from Sind that the Mulla schools can adapt themselves to any local conditions and as such afford great facilities to the children of agriculturists.

The following table compares the education of agriculturists and non-agriculturists in the different Divisions of the Presidency :—

	Sons of Agriculturists.				Sons of Non-Agriculturists.				
	Upper primary stage.	Lower primary stage.	Percentage of total pupils to population of agriculturists.	Percentage of pupils in the upper primary stage to total pupils.	Upper primary stage.	Lower primary stage.	Percentage of total pupils to population of non-agriculturists.	Percentage of pupils in the upper primary stage to total pupils.	Percentage of total pupils to total population.
Bombay Division excluding City of Bombay—2,428,692 ..	3,009	60,410	2·9	5·6	3,656	39,904	4·2	8·4	3·3
Central Division—3,567,798 ..	12,058	108,775	3·4	9·9	8,599	100,934	6·5	8·1	4·1
Northern Division—1,777,049 ..	9,101	68,378	4·4	11·7	7,752	67,991	6·4	10·2	5·2
Southern Division—2,200,304 ..	5,536	60,081	3·0	8·4	8,421	71,778	8·1	10·5	4·6
Sind—1,895,652 ..	3,013	31,857	1·8	8·5	4,216	64,098	4·9	6·2	3·1
Total—11,870,305 ..	33,617	335,501	3·1	9·1	30,635	344,465	6·0	8·2	4·1

It will be seen that in every Division education among the agriculturists is in a far more backward condition than among the non-agriculturists. This is specially the case in the Southern Division and in Sind. That the percentage of pupils from the agriculturist classes in the upper primary stage is higher than from the non-agriculturist classes is due to the fact that the boys of the latter classes generally proceed to English education after completing the lower primary course.

I repeat the following remarks of Mr. Hesketh, quoted in my last Annual Report:—

"There has been a good deal of general discussion on the question of the development of education among the agricultural classes, and various suggestions have been put forward. The greater employment of teachers belonging to the agricultural classes, modification of the curriculum, and rearrangement of holidays have all been advocated. The first raises a difficult controversial question. A good deal might be done as regards the second. I am inclined to think, however, that what is needed is the fitting of the ordinary school curriculum to the environment of the pupils more than the introduction of a number of so-called practical subjects. What I mean is that the teaching of the 3 R's should be based as far as possible on a boy's experience of life. At present the boy in Bombay City and the boy who has never been outside his native village read the same books, work the same examples in Arithmetic and so on. It is an axiom of teaching that we should proceed from the known to the unknown. In the village school, I fear, we frequently proceed from the unknown to the unknown and a boy's memory is the only faculty which is cultivated. The question of school holidays is not without importance and I have suggested that the fixing of the vacation should be one of the duties of the village Panchayats when they are formed."

In paragraph 159 above I have described the special curriculum devised for schools attended by the children of agriculturists.

Factory Children.

165. The total population of factory children in all the factory areas is 14,787 (10,819 males and 3,968 females). Special Factory Schools are maintained in Bombay, Poona, Sholapur, Ahmedabad, Broach, and Gadag. The following table gives the number of factory schools and pupils in these places:—

Place.	Number of schools.	Number of pupils.	Factory children according to census.	Percentage of pupils to population of factory children.
Bombay	7	403	2,403	16·8
Poona	7	373	807	46·1
Sholapur	4	1,256	1,847	68·0
Ahmedabad	1	73	5,143	1·4
.. .. ..	2	79	684	11·5
Gadag (Dharwar)	1	33	368	9·0
Total ..	22	2,216	11,252	19·7

Two of these schools are managed by Government, 3 by the Municipalities of Bombay and Ahmedabad, 5 by Millowners in Bombay and 3 in Sholapur, 7 by Messrs. Alegaonkar Brothers at Poona, and 2 by the Irish Presbyterian Mission. The schools have a special curriculum of a simples character. The course is one of four years.

Night Schools.

166. The number of Night Schools was 168, with an attendance of 5,175, against 111 with an attendance of 3,197, in 1916-17. By Management and Divisions they are shown in the following table:—

		Government.		District Local Board.		Municipal.		Aided.		Total.	
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division (For boys only) ..	..	..	..	8	105	35	1,162	22	916	65	2,182
Central " (For boys only) ..	..	..	..	23	439	3	81	21	778	47	1,298
Northern " (For boys only) ..	..	..	..	..	..	8	145	6	245	14	390
Southern " (For boys only) ..	..	7	252	..	..	1	51	10	216	18	519
Sind, Males ..	..	..	..	..	..	9	223	10	419	19	642
Sind, Females ..	..	..	..	..	..	..	..	2	51	2	51
Aden (Boys) ..	..	..	..	..	..	..	..	3	92	3	92
Total ..		7	252	31	544	56	1,662	74	2,717	168	5,175

Besides these, 37 schools are maintained from funds placed by Sir V. D. Thakersey at the disposal of the Central Co-operative Institute, Bombay. These schools have recently been placed under the control of the Educational Department and have a special Inspector appointed by Government to look after them. The following extracts from the report of the Honorary Secretary, Bombay Central Co-operative Institute, will be of interest :—

"The main object of these Night schools is to educate adult members of co-operative societies so as to fit them to serve as managing committee members. They are therefore opened only in villages where co-operative societies have been established and where plenty of literate persons cannot be found to manage them. Education is absolutely free. Each school is supplied with necessary slates, books, and other school material. Prizes are also awarded for passes at each annual examination. These Night schools are circulating schools lasting at a place for two years. Each class is open for 2 hours daily except on Sundays and public holidays. It is closed when necessary at harvest and other busy times when the students are expected to be out in their fields even at night. No work therefore is expected strictly according to a set time-table and the teacher has to be left entirely to his own devices in teaching.

"The attendance consists from the beginning of at least 20 illiterate pupils between the ages of 16 and 40 who are members of a co-operative society or children of such members and who have bound themseves to attend regularly.

"Local Board buildings are used wherever possible with the permission of the Controlling Authority, and when the Local Board teacher consents to conduct the school. When the teacher is not the regular school master, the class is held in some other building such as a temple, chavdi, or dharmsala in the village.

"The course is complete in itself and so simple as to suit the capacity of the pupils attending. It includes the grounding in the 3 R's and an elementary knowledge of co-operative accountancy and it covers a period of two years. There are two examinations, one at the end of the first year and the other at the end of the second at the close of the course.

"The results so far have been encouraging. The students that have completed the course can very well read, write, and do easy sums. They are acquainted with the accounts of the Society and can make their own money transactions themselves. It is expected that with a little training in continuation work, they will soon be able to serve on the Managing Committee of their Society."

As suggested by Mr. G. K. Deodhar, it is proposed to start useful continuation work for schools in which the two years' course has been completed and in which the students have shown good progress.

It consists of—

(1) Libraries and reading-rooms,

(2) Lectures,

(3) Supply of maps and charts,

(4) Magic Lantern Exhibitions,

(5) Excursions to big industrial centres.

VII.– Literacy and Education

167. I have referred in paragraph 155 above to the subject of wastage, by which term is meant the extent to which the schools fail to render those who join them permanently literate. It has been shown that no less than 24·8 per cent are not reading printed books. Only 8·2 per cent of the children are in the upper primary stage, and only 18·5 per cent pass the IVth standard and can thus be considered to be really literate. It is feared that a considerable proportion of the latter drop back into illiteracy. In this connection the Educational Inspector, C. D., remarks—

"Of the total number of pupils under instruction, viz., 228,357, only 18,648 are in the upper primary stage, while 209,709 are in the lower stage, which shows that more than 91 per cent are in the lower stage. The Deputy Educational Inspector, Poona, who has gone deeper into the question gives detailed figures for the District and remarks—

'It has been ascertained on inquiries personally made and tests taken by me that children that leave school on completing their second standard lapse into illiteracy in the course of three or four years. As regards children who drop off after completing standard III these can only spell some reading matter with difficulty after three or four years.

If they have no occasion at all to read and write, these also lapse into illiteracy in the course of seven or eight years. Those children who have been in standard IV retain something of what they have learnt in schools. This shows that a boy may be said to be literate if he has studied up to standard IV. Of the total number, 37,963 boys in primary schools in this district only 5,925, *i.e.*, 16 per cent are in standard IV or above or if boys in standard III are taken into account 10,491 boys, *i.e.*, 28 per cent are in standard III and above. This shows what a great percentage of boys drop off before coming up to standard III.'

"Of the total number of boys in primary schools as many as 14,812, *i.e.*, 40 per cent were in the infant stage and if we effect comparison between the number of boys in the infant stage and standards I and II and those in standard III and above the percentage of the latter is 38. The amount of wastage is therefore serious and with a view to see that the money spent on primary education is effectively spent some steps will have to be taken ere long."

The main cause of this unsatisfactory state of affairs is undoubtedly the apathy of the people and especially of the agricultural classes, shown particularly in the form of irregular attendance. Contributory causes are the indifference and inefficiency of the teachers, and to a certain extent the unsuitability of the curriculum. It is, however, unreasonable to expect too much from the teachers when, as already stated, the vast majority of the schools are one-manned, the only teacher having to teach the infants as well as standards I to IV. The infants require the undivided attention of a teacher for at least two hours a day, and the fact that in most schools they do not get this is the immediate cause of most of the stagnation. The Department has recognised this throughout and continually directs special attention to the point. But it is idle to expect any great improvement unless and until the schools are adequately staffed and unless the teachers are more conscientious in the performance of their duties. The introduction of compulsion should secure more regular attendance, while the larger numbers in the schools will require a larger staff and this should result in each class, and particularly the infants, receiving more attention. Hopes have also been expressed that the teachers, who will now be entirely the servants of the Local Authorities, will work more conscientiously for their new masters, a popular body, than for the Department, which has hitherto administered the schools.

There is a feeling, vague and undefined, among the uneducated classes that universal compulsory education will bring about a new age, with wealth and happiness for all. That this idea is held even by some persons who have received education was shown by some of the evidence given before the Compulsory Education Committee. Thus one witness solemnly informed the Committee that with universal education the people would become so enlightened that disease would cease and the hospitals would be closed, the money thus saved providing the resources for the schools. It should be unnecessary to remark that the provision of universal compulsory education will not in itself lead to universal literacy, much less to universal knowledge or universal culture. Much more is required for that. We have our system of secondary and higher education; of special, technical, and professional education. It would seem that some of the popular leaders in their zeal for primary education have forgotten the needs of the former, and the extent to which the future of the nation depends upon them.

Nor, in its own sphere, apart from its function as a preparation for secondary education, can the problem of primary education be considered to have been finally solved by the provision of compulsory primary schools for all. Of what use is it if the people are taught to read and write unless there is something for them to read apart from plays and works of a religious or philosophical nature? The present stock of general reading matter in the vernaculars is deplorably low. Government, who have reviewed the whole question, have resolved as a means of dealing with illiteracy to encourage by special grants the production of suitable reading material in the vernaculars and to assist the opening of village libraries. Unfortunately it has so far been found impossible to provide the funds required for this measure.

I have referred to the alleged unsuitability of the ordinary primary curriculum for the children of agriculturists. In paragraph 159 above I have described the scheme for schools with an agricultural bias which Government are now opening as an experiment.

Literacy

168. The following table taken from the Census Volume shows the growth of literacy, by which is meant ability to read and write, and furnishes a useful index of the progress of education among the people :—

		1911 per mille.	1921 per mille.	Increase percentage.
Literate—				
All ages ..	Males	121	140	16
	Females	14·5	25	70
Between ages 0-10 ..	Males	13·5	21·8	61
	Females	4·3	8·3	94
Between ages 10-15..	Males	117	139	19
	Females	24	41	72

VIII.—Compulsory Education

The Patel Act

169. Since the passing of the Patel Act in 1917 authorising Municipalities to submit schemes for the introduction of compulsory education in 1917 for the sanction of Government only five Municipalities—those of Bandra, Satara City, Surat, Dakore, and Byadgi—have introduced compulsory education, compulsion being applicable to both boys and girls at Surat and Bandra. The Hyderabad (Sind) Municipality has submitted a scheme for compulsory education; it has been asked to resubmit the scheme after reconsidering it in the light of the new Primary Education Act. The Dhulia Municipality in West Khandesh and the Talegaon-Dabhade Municipality in the Poona District have also submitted schemes for compulsory education; these are under consideration. The following table shows the increase in numbers since the introduction of compulsory education. The decline in the numbers for Surat is due to the Non-co-operation movement;—

No.	Name of the Municipality.	Year of introduction.	Numbers previous to introduction.			Numbers on 31st March, 1922.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Bandra ..	1920	907	361	1,268	1,972	410	2,382
2	Satara City ..	1921	1,174	550	1,724	2,152	815	2,967
3	Surat ..	1919	6,041	2,343	8,384	2,631	2,419	5,050
4	Dakore ..	1920	450	198	648	629	224	853
5	Byadgi ..	1920	397	122	519	598	137	735

The Bombay Municipality has its own scheme of compulsory education sanctioned under a separate Act (Act XV of 1920). Under it the Municipality is enabled to introduce free and compulsory education ward by ward. The previous sanction of Government to the introduction of the scheme in any particular locality is required. Compulsory education has been introduced in a number of localities since the Act was passed and the Secretary of the Schools Committee reports;

"There has been a 50 per cent increase in the number of schools and school children. There has been a corresponding increase in the Superintending Staff, a novel feature being the appointment of Lady Superintendents. The training of teachers has been specially cared for, the proportion of trained teachers being nearly 50 per cent. The salaries of the teachers have been increased over cent percent, and so also the amounts of scholarships and prizes. The total expenditure is increased about 350 per cent. The Medical Inspection Establishment has been made permanent and increased 50 per cent. The fees have not been raised. The results of public examinations are over 66 per cent successes. The Grants-in-aid given to private schools have risen over 100 per cent. The principle is fully recognised that even Primary Education must have a wholesome combination of education of the eye and the hand and the heart along with that of the mind. Drill, Drawing, and Music in Girls' schools are taken care of in addition to Kindergarten. There is manual training in three or four schools, and quite a novel noteworthy development, worth special mention, is the holding of an Exhibition every year on a very large scale of the Needle work of Girls' schools, and hand-writing, drawing and handicrafts of Boys' as well as Girls' schools. Alongside with the Exhibition Sports on a very

extensive scale are held. Every school is represented in the Exhibition and the Sports, and the children of all the schools are brought by turns on a pilgrimage to the Exhibition and the Sports. Over Rs. 3,000 were spent on this in 1921-22."

170. Eight Municipalities in the Presidency have made education free. The following statement shows the increase in the number of pupils since the abolition of fees :—

No.	Name of the Municipality.	Year of introduction.	Numbers previous to introduction.			Numbers on 31st March, 1922.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Bhivandi ..	1920	385	164	549	510	169	679
2	Kalyan ..	1921	467	255	722	767	168	935
3	Thana ..	1918	927	427	1,354	1,158	550	1,708
4	Panwel ..	1919	404	138	542	461	149	610
5	Matheran ..	1918	106	14	120	125	23	148
6	Ankleshwar ..	1920	733	211	944	660	371	1,031
7	Rander ..	1918	459	109	568	303	85	388
8	Mehmedabad ..	1921	157	..	157	222	278	500

The decrease in the number of pupils at Rander is due to the Non-co-operation movement.

171. A Committee consisting of two official and eight non-official members of the Legislative Council was appointed by Government in July, 1921, to— *Primary Education Bill*

(1) consider and report on the desirability and practicability of introducing free and compulsory education in Municipal and rural areas of the Presidency (including Sind, but excluding Bombay City);

(2) suggest new sources of taxation to meet the cost of such a measure;

(3) make detailed proposals for any legislative and administrative measures necessary for the purpose, including the machinery required to carry out any such measures;

(4) submit a definite programme showing the various steps which should be successively taken so that a complete system of free and compulsory education may be introduced within a definite period;

(5) consider and report on any other matters germane to this question.

The Honourable Sir Narayan G. Chandavarkar, LL.D., the President of the Legislative Council, was Chairman of this Committee.

A questionnaire was drawn up and widely circulated, and 381 answers were received.

172. In November, December, and January the Committee sat at Bombay, Ahmedabad, Karachi, Belgaum, and Poona to take oral evidence. One-hundred and eight witnesses in all were examined. In order to obtain the views of the cultivators and backward classes a series of three questions was sent out to all Collectors with a request that selected members of these communities should be asked to give their answers orally before two persons, one official and the other non-official. The questions asked were (1) whether the witness was in favour of Compulsory Primary Education, (2) whether his community would support it and send their children to school, and (3) whether he realised that under Compulsory Education parents who did not send their children to school would be fined and whether he and his community approved of this.

In the Marathi-speaking districts of the Deccan and Konkan 358 out of 541 witnesses, representing most of the backward and depressed classes, replied in favour of Compulsory Education. In the Karnatak also nearly 80 per cent expressed the same views. In Gujarat, on the other hand, 217 out of 257 voted against Compulsory Education, and 62 out of 84 in Sind were also opposed to it.

173. The Report of the Compulsory Education Committee was completed in May, 1922, and published in June.

The following extracts will indicate the general lines of the Report :—

"We are of opinion that in the Marathi and Kanarese speaking districts the introduction of compulsory education for boys will not meet with serious opposition, and that the people generally are ready for such a measure."

"In view of the evidence of many witnesses and of the general conditions we consider that in Gujarat it will be necessary to proceed with caution."

"We suggest that provision should be made for exempting particular communities or areas in special cases."

"We recommend that compulsion should ultimately be applied to both boys and girls, but as the demand for compulsory education for girls is less keen and there are many practical difficulties in the way of introducing compulsion for both boys and girls simultaneously, we consider that generally compulsion should be applied to boys first, the education of girls being developed on a voluntary basis. We are of opinion, however, that it is practicable to apply compulsion to girls in City Municipalities. We also recommend that compulsion should be applied in other areas in which a majority of the people are in favour of it."

"In view of the comparatively slow progress which has been made in the education of girls, especially in rural areas, we would strongly emphasise the need of vigorous propaganda work in the villages to induce parents to send their daughters to school."

"We are of opinion that compulsory education for boys cannot be introduced in Sind within a definite period, except in Municipal areas and a few advanced talukas, where the conditions are similar to those in the Presidency proper."

"Elsewhere we suggest that compulsion should be tried in selected villages or groups of villages, and that every effort should be made to induce the Zamindars and other men of influence to foster such experiments."

"We do not consider that it would be wise to attempt to introduce compulsory education for girls in Sind, except perhaps in Municipal areas, but this does not preclude its introduction into any other area in which the majority of the people desire it."

"We recommend that primary education should be free up to and inclusive of Standard IV or as long as a pupil is within the limits of age for compulsory education. An aided school may be permitted to charge fees unless it is the only school of its kind in the locality and has been registered for the purposes of a Compulsory Education Act."

"(a) Compulsion for boys should be introduced into City Municipalities, including those in Sind, within five years, but steps should be taken to apply it to at least 20 per cent of the children now out of school in each Municipality in each year. Municipalities may, however, introduce compulsion immediately or reduce the period to less than five years."

"(b) (i) In non-City Municipalities including those in Sind, and in villages which already possess a school in the Presidency proper, compulsion should be introduced within seven years, one-seventh of the villages in each taluka being brought under compulsion in each year.

"(ii) In Sind compulsion should be applied to such villages or groups of villages as the local education authority may decide."

"(c) Schools on a voluntary basis should be opened each year in one-tenth of the schoolless villages in each taluka in the Presidency, including Sind, provided that the villages are prepared to produce 30 children of school-going age, *i.e.*, between the ages of 5 and 10."

"Compulsion may be introduced into any village, subject to the sanction of the local education authority, provided that two-thirds of the cess-payers and rate-payers desire it.

"We suggest that local education authorities should be empowered to introduce compulsion into villages which have no school at present three years after a school has been started in the village, if funds permit."

174. As already stated, if effect is given to the proposals of the Committee it is estimated that there will be an increase of nearly 5 lakhs of boys and 1 lakh of girls of school-going age at the end of ten years, corresponding to a total attendance of 80 per cent of the boys in the Presidency proper and 60 per cent of those in Sind. For girls the number attending schools will be about 30 per cent. Perhaps the most difficult question in connection with compulsory education is the provision of the necessary funds. The cost of primary education in this Presidency is very high and a very large proportion is met from Provincial Revenues. I may quote from the Report of the Compulsory Education Committee :

"In 1919-20 the Bombay Government contributed 67 lakhs towards primary education, while the other Provincial Governments together contributed 114 lakhs only, although their combined population is more than 11 times that of Bombay."

In the calculations of the Compulsory Education Committee allowance was made for a steady reduction in the average cost per pupil, but in spite of this it is estimated that the programme put forward will entail an additional expenditure of 110 lakhs in the 10th year, of which the Government contribution will be three-quarters of a crore.

175. The recommendations of the Compulsory Education Committee were embodied in a Primary Education Bill, the first reading of which was moved by the Honourable Dr. R. P. Paranjpye, Minister for Education, in the Legislative Council on 29th September, 1922. The third reading of the Bill was passed on 16th December, 1922.

176. The provisions of the Primary Education Act may be divided into two parts, those dealing with the managment of primary schools and those referring to the introduction of compulsion. The District Local Boards and those Municipalities which are empowered by Government to manage their own schools, are constituted Local Authorities. The schools of other Municipalities, usually those with a population of less than 20,000—25,000, will be managed by the District Local Board of the district in which the Municipality is situated.

177. For each Local Authority a School Board will be appointed, on which persons experienced in education, women, minorities, backward and depressed classes, will be represented. It is intended that the School Board shall be responsible for the management of primary education, subject to the general control of the Local Authority. An Administrative Officer will be appointed by each Local Authority, this appointment being subject to the approval of Government. In addition the Local Authority will employ its own supervising and inspecting staff. All primary teachers will be definitely the servants of the Local Authority, but the rights of primary teachers already in employment in respect of pay, pension, etc., have been safeguarded.

178. The Educational Department will cease to manage primary schools. It will continue to employ an inspecting staff, but on a much smaller scale, and its duties will be to see that the primary schools are conducted efficiently and that public money is not wasted or misapplied. The training of teachers and the holding the Vernacular Final Examination will, however, continue to be undertaken by the Department.

179. With regard to the application of compulsion, a Local Authority may by resolution declare its intention to provide compulsory elementary education in the whole or any part of the area subject to its jurisdiction in the case of children of either sex or both sexes. A Local Authority which of its own initiative makes no attempt to introduce Compulsory Education may be called upon to do so by Government. Each Local Authority must, within a prescribed period, prepare as complete a programme or scheme as possible for the universal introduction of Compulsory Elementary Education and when such scheme has been approved by Government, the Local Authority is bound under the Act to carry it out. Government have declared that it is their intention so far as funds permit to give effect to the programme proposed by the Compulsory Education Committee.

180. With regard to grants to District Local Boards, Government have undertaken to give in any year a grant equal to the grant in 1922-23 plus two-thirds of the expenditure over and above the expenditure in 1922-23, provided that the expenditure has been approved by Government.

Those Municipalities which have been constituted Local Authorities will receive a grant equal to one-half of their total expenditure on primary education in any year. Other Municipalities, whose schools will be managed by the District Local Boards, will contribute a sum equal to one-third of the estimated expenditure on primary education in any year.

181. By the Local Boards Act, 1922, District Local Boards have been empowered to raise additional revenue, by increasing the cess on the land revenue, by levying a cess on water-rate, or by imposing any tax admissible under the Government of India Act.

182. It is perhaps a bold experiment definitely to entrust the control and management of primary schools to the local bodies, the functions of the Educational Department becoming largely advisory. It brings to a close a long period during which the Educational Department from small beginnings has built up a comprehensive system of primary education, a system which no doubt has had many critics but which on the whole has not proved unsuccessful or unsuited to local conditions.

I may quote the words of the Honourable Mr. H. S. Lawrence from a speech made by him on the occasion of the first reading of the Primary Education Bill :—

"Another form of pessimism has been the reluctance to take responsibility for the administration of this education and a certain carping criticism of the department that is now to be handed over to the local bodies. Sir, I think the Director of Public Instruction was perhaps unduly modest when, as I understood him, he criticised the value of the department the control of which is being so greatly surrendered. Sir, I do not think that a department which controls, some 25,000 schoolmasters and gives education to, I think, seven and a half lakhs of students, which carries out duties on such an enormous scale without any appreciable complaint efficiently, quietly, sympathetically, I do not conceive that that department has anything to apologise for."

CHAPTER VII.

ORIENTAL STUDIES

Study of Classics in ordinary Institutions

183. Sanskrit and Persian are the only Oriental classical languages ordinarily taught in this Presidency. In a few cases, however, Arabic, Avesta Pahlavi, Hebrew, Pali, and Ardha Magadhi are also taught. In European schools Latin and Greek are taught and are offered as classical languages. In some cases French and German are studied ; they are sometimes taken up by Indians for literary, scientific, or commercial purposes. The University allows any of these languages to be offered as a second language, the student having the option of selecting one out of 11 languages.

In the schools instruction in the second language, which is generally either Sanskrit or Persian, is commenced in standard IV of the High School course and is continued up to the School-leaving Examination. This study is further carried on in colleges in the first and second year of the Arts course, in which a second language is compulsory. The study is carried further as an optional subject for the B.A. Pass and Honours courses and for the M.A.

At the University

184. In the B.A. examination 70 obtained Honours in Sanskrit and 17 in Persian ; in the M.A. examination 11 passed with Sanskrit. Mr. P. L. Vaidya was awarded a State scholarship in 1920 for the scientific study of Sanskrit in Europe.

Special Institutions

185. The total number of institutions decreased from 169 to 130, but the number of pupils increased from 4,398 to 5,750. Among special institutions for imparting instruction in Oriental Languages, pathshalas for the study of Sanskrit increased from 52 to 55 and the number of pupils attending them from 2,352 to 2,995 ; maktabs for the study of Arabic or Persian decreased by 41 to 72 but the number of pupils in them increased by 767 to 2,669. Institutions teaching other Oriental classics decreased by 1 to 3 and the number of pupils by 58 to 86. Of these, 42 with 2,013 pupils are public institutions against 36 with 1,858 pupils in 1916-17, and 88 with 3,737 pupils are private against 133 with 2,540 pupils. The decrease in the number of institutions is wholly in private maktabs and its cause has been explained in paragraph 395. Besides these institutions there was a Hebrew school in Poona with 54 pupils and a Tamil school in the same place with 144 pupils.

Expenditure

186. The expenditure on pathshalas was Rs. 33,470 and on maktabs Rs. 5,164, of which 30·5 per cent and 57·8 per cent was met from public funds. Some Rs. 1,100 was spent on personal allowances given to Shastris and Moulvis by way of encouragement.

Bhandarkar Oriental Research Institute

187. The idea of an Oriental institute, offering facilities to research workers and at the same time commemorating the work and name of the great Oriental scholar Sir R. G. Bhandarkar, originated in 1915. The Institute was formally inaugurated in 1917, and registered in 1918. The constitution consists of a Regulating Council of 30 members, of whom 25 are elected by the General Body of the Institute and five nominated by Government. There is also an Executive Board in direct charge of the management, consisting of nine members elected by the Regulating Council. The Institute has 321 members. On the literary work done by the Institute I quote from the report of the Chairman :—

"The Government of Bombay in 1918 transferred to the Institute together with the annual maintenance grant of Rs. 3,000 the Government MS. Library formerly deposited at the Deccan College. It has been found that the utility of the Library has been increased owing to this transfer. The work of lending out MSS. to scholars is also being conducted satisfactorily. The Government of Bombay handed over to the care of the Institute the management of the Bombay Sanskrit and Prakrit Series provisionally for five years together with the annual maintenance

grant of Rs. 12,000. Various new works have been undertaken by the Institute for being published in this series, some of which have been published while others are in Press. An authoritative edition of the works of Sir R. G. Bhandarkar is being prepared under his supervision and will shortly be sent to Press. In recognition of the handsome help promised by the Jain Community the Institute is devoting special attention to the publication of Jain Literature. The Institute has also undertaken the heavy responsibility of preparing a new and critical edition of the text of the Great Indian Epic, the Mahabharata, under the patronage of the Chief of Aundh, the various provincial Governments and States, and public bodies and individuals. A tentative edition of one of the parvans of the Mahabharata, *viz.*, the Viratparvan is already in Press. It is proposed to send copies of this parvan to various scholars for advice and criticism, and definite lines for the work will be fixed in the light of the criticism that would be forthcoming. Co-operation with European scholars is also contemplated. Since its very inception the promoters of the Institute had in their mind an idea of holding a conference of Orientalists from India, Burma, and Ceylon. The idea soon materialised in November, 1919. The First Oriental Conference was held under the presidency of Sir R. G. Bhandarkar. The Conference was a splendid success. It gave to the world of scholars an idea of individual efforts in the field of Oriental Research and helped to start an exchange of ideas between the scholars carrying on isolated efforts in different directions. The first volume of the Proceedings of the Conference has already been published and the second containing select papers will soon be out. During the period under report some classes in French and German were opened by the Institute but they had to be discontinued owing to want of accommodation. It is hoped that this deficiency will soon be removed when the two Library Halls which are now under construction, are completed. The Research Department of the Institute had invited research papers from various scholars for being read at the Institute. After being read and discussed they were published in the journal of the Institute. The managers of the Institute in order to make the Institute 'Oriental' in the real sense of the term have recently opened a Department for the search, purchase, and preservation of Persian, Arabic, Avesta and Pahlavi MSS. and Books. The Trustees of Sir Ratan Tata have contributed a sum of Rs. 25,000 for the creation of a Hall to house these MSS. and Books. The Institute has already succeeded in collecting from different parts of India a goodly number of old and rare MSS. The Institute has also started the issue of a research journal called the 'Annals of the Bhandarkar Institute' to publish original articles bearing on Oriental Research. It has been well received by the learned world and the Institute is already getting in exchange about 50 journals from all quarters."

79 MSS. were lent to Indian scholars in 1920-21 and 90 in the following year, the number lent to European scholars being 10 and 1.

Besides this, 30 scholars visited the Manuscript Library for purposes of occasional reference and study, some of them continuing their visits for prolonged periods.

The search for manuscripts has continued since 1868 and falls into three periods. The first period comes down nearly to the end of 1881, when the search was in the joint charge of Dr. Buhler and Dr. Kielhorn; the second period is represented by the activities of Dr. Sir R. G. Bhandarkar and Dr. Peterson (from 1882 to 1895); and the third covers all subsequent work done by Professors Kathavate, S. R. Bhandarkar, K. B. Pathak, and V. S. Ghate. The total number of manuscripts collected amounts to about 18,000, containing nearly 20,000 works. Dr. S. K. Belvalkar makes the following remarks on the collections :—

"That ours is a unique collection and, so far, the largest of its kind in the world, everybody knows. That it continues to be drawn upon from every part of the civilised world, scarcely needs emphasising. There is hardly any branch of Sanskrit Literature the component works of which are not to be found in a decent number in our Library. That no library of Oriental manuscripts possesses as valuable and numerous a stock of manuscripts of Jain Literature as our Library has, has been acknowledged by scholars from the very beginning and in fact it could even be said that there is hardly any edition of an important work brought out in any part of the world which had not to use, in some way or other, manuscripts of this Library. Our Library also differs from some other libraries of the same kind—Government or private—in that its manuscripts are lent out."

188. Of the 11 pledges of the Bombay Sanskrit series not yet completed six are in the Press, the press copies of three more are expected to be ready shortly, and two are still with the editors. The Institute expects to fulfill all the 16 Government pledges within the probationary period of five years allowed by Government. Of the 11 works referred by Government for revision and reprint, only one was completed; two more will be completed shortly. Of the Oriental Hindu Series, 18 works have been definitely undertaken for publication but only two have as yet been sent to the Press.

Sanskrit Series

Hindu Series

The K. R. Cama Oriental Institute

189. This institution was founded in the previous quinquennium to commemorate the memory of the great Oriental scholar, the late Mr. K. R. Cama. A donation of Rs. 1,00,000 was received for this purpose from Sheth Damodar Gordhandas Sukhadvala of Bombay, besides minor subscriptions from other individuals. These were supplemented by a Government grant of Rs. 30,000. The Institute aims at promoting and advancing Oriental studies and offering facilities to existing societies and institutions already engaged in such work.

A fellowship has been endowed in connection with the Institute for the preparation of scholarly treatises on subjects connected with Iranian civilisation and literature, for editing and collecting manuscripts in the Iranian and Arabic languages, or for translating such manuscripts, or for travelling in Parsi centres and collecting materials such as copies of old documents, colophons of old manuscripts, etc., for the history of the Parsees in India. Certain prizes are offered by the Institute for essays on specific subjects announced each year. The Sir Ratan Tata Research scholarship of Rs. 2,500 was also awarded by the Institute in 1921 for the compilation of the text and translation with full notes of the 'Revayet Dastur Hormuzdiar Framroze'. The Institute arranged for a series of six lectures on "Pahlavi Inscriptions and Coins" which were completed in February, 1921.

Search for Persian and Arabic Manuscripts

190. In 1919-20 Government recognised the need for the search and collection of Persian and Arabic Manuscripts and provided money for this purpose. During the last two years Rs. 3,000 have been annually provided for the purpose and Professor Shaikh A. K. Surfraz, I.E.S., Professor of Persian at the Elphinstone College, Bombay, has been entrusted with this work. He has visited various parts of the Presidency and has collected 114 valuable manuscripts containing 140 books on various subjects.

CHAPTER VIII

PROFESSIONAL EDUCATION

I.—Scope of Chapter

Scope

191. This chapter deals with education in Law, Medicine, Agriculture, Forestry, Veterinary Science, and Commerce. Preparation for the profession of teaching is dealt with in Chapter X.

II.—Law

Institutions, students, and cost

192. The Government Law School, Bombay, is the only institution which prepares candidates for the LL.B. examination of the University. The school had 740 students (466 in the first and 274 in the 2nd LL. B. class), against 511 in 1916-17. It more than pays its way, its fee receipts amounting to Rs. 70,075 and its expenditure to Rs. 66,349. The classes are held in the Elphinstone College in the mornings and evenings. The library, which is open from 10-30 a. m., is reported to have been used on a much larger scale than before. The question of providing a separate building and hostel for the school is under the consideration of Government.

III.—Medicine

(Contributed by Col. V. B. Bennett, Officiating Surgeon General with the Government of Bombay.)

193. *Grant Medical College*—The principal development in this College during the quinquennium under review has been the phenomenal increase in the number of students attending, as shown below :—

1912-13	..	514	1917-18	..	805
1913-14	..	601	1918-19	..	929
1914-15	..	631	1919-20	..	1,000
1915-16	..	620	1920-21	..	1,155
1916-17	..	703	1921-22	..	1,161
Average	..	614	Average	..	1,008

This has resulted in considerable overcrowding in all the classes, but it has been successfully coped with in the first three years of the curriculum, where, by splitting

the classes into batches and repeating the demonstrations for each batch, the necessary practical work has been put in by the large classes without detriment to the amount of practice available for each student. In the 4th and 5th years, in which the students come in actual contact with the sick, this repetition of demonstrations is not possible and the maximum number of students who could be properly taught with the number of beds available in the associated hospitals has already been greatly exceeded. On the other hand the number of students applying for admission is still on the increase. It has therefore been necessary to restrict the number of admissions to the College until such time as the hospital can be enlarged and the amount of clinical material for teaching purposes increased.

The appointment of a Dean for the administration of the College was wrongly described in the Report of the quinquennium 1912-17 as being whole-time. This appointment is held by one of the Professors of the College in addition to his other duties. The status of the teachers of the various subjects of the curriculum has recently been unified by the abolition of the title "Lecturer" and the introduction of the uniform title of "Professor" in all subjects. The titles of the former assistants to the Professors of Physiology and Pathology and that of the Demonstrator of Anatomy have been changed to Assistant Professors in those subjects. This has enhanced the status of these officers and by increasing the number of demonstrators in Physiology from 6 to 7 and the appointment of 2 demonstrators in Anatomy the very severe strain on the teaching staff in these subjects, caused by the enormous classes, has been lightened as far as possible.

The standard reached by the students as evidenced by their success in the University examinations is being well maintained. Research in Tropical Medicines is carried on in the Petit Laboratory and the Lord Minto Medal for research, awarded by the Calcutta School of Tropical Medicine, has recently been granted to Dr. Row, a past student of the College, working in this department.

The number of Military Medical pupils has much diminshed, there being now only 8 students in the class, as against 33 in 1917.

194. *Medical Schools*—The standard of preliminary education has been raised to that of the School Leaving Certificate examination (or the Matriculation), which has been made compulsory for all men students since the year 1920. Thus, and owing to a keen competition for admission into the various Medical Schools, students having higher qualifications than Matriculation have sought admission. The following table shows this fact on the admissions in June 1921 at the B. J. Medical School, Poona.

4 failed Inter-Science.
3 failed Inter-Arts.
20 passed 1st year Arts.
9 failed ,, ,,

The B. J. Medical School, Poona—The number of students in the school has grown from 159 in 1917 to 246 in 1922.

Full-time Lecturers in (1) Anatomy and Physiology and (2) Bacteriology and Pathology at the B. J. Medical Schools, Poona and Ahmedabad, have been appointed during this quinquennium. An Honorary Lecturer in Dentistry has also been appointed at each of the three schools in the Presidency.

The B. J. Medical School, Ahmedabad—The number of students rose from 132 in 1917 to 227 in 1922. A new laboratory has been opened and X-ray work will commence shortly at this School. The lady students are housed free in the hostel for women, the rent of which is borne by the Bombay Presidency Women's Council and Government respectively.

The Medical School, Hyderabad—The number of students decreased from 137 in 1917 to 73 in 1921. The decrease is due to local causes and is presumably only a temporary phase.

195. *The Bombay Bacteriological Laboratory*—The laboratory is now almost completely equipped and furnished to function as a School of Research in Tropical Medicine. It has, however, not been possible to open the School on account of lack of funds in spite of the fact that the scheme for the School has been approved by the Government of India and the Secretary of State and is generally recognised to be one of the pressing needs in the development of medical education in India.

Dr. Hamilton Fairley arrived in India early in January but about the same time it was decided that funds were not available to open the School. Dr. Fairley has meanwhile been engaged in Research work in association with the Director of Bombay Bacteriological Laboratory.

196. *The College of Physicians and Surgeons*—During the quinquennium the Indian Medical Degrees Act, 1916, came into force and in consequence the Grant Medical College and the Medical Schools ceased to grant diplomas to their students. Consequently there was a rise in the number of candidates appearing for the Licentiate Examination of the College of Physicians and Surgeons of Bombay, as will be seen from the following table :—

Year.	Number of candidates.	Number passed.
1917	157	95
1918	181	106
1919	323	157
1920	359	174
1921	429	183

The number of candidates appearing for the M.C.P.S. Examination continues to be small. Only 26 candidates appeared for the examination during the period under review and only 13 passed. One of the numbers subsequently passed the F.C.P.S. Examination.

The General Medical Council have again refused to accord recognition to the Membership and Fellowship of the College as a registrable qualification under the Medical Act, 1886, and to this cause is partly due the smallness of the number of candidates appearing for these higher examinations.

Expenditure

197. The following comparative table shows the expenditure and the sources from which it is met :—

Expenditure

Sources of expenditure.	Grant Medical College, Bombay.		B. J. Medical School, Poona.		B. J. Medical School, Ahmedabad.	
	1916-17.	1921-22.	1916-17.	1921-22.	1916-17.	1921-22.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	1,09,590	1,29,006	22,153	75,518	25,983	48,340
Local Funds	..	..	..	..	349	..
Municipal Funds	..	..	..	..	..	..
Fees	1,32,271	2,17,002	2,992	5,466	3,972	7,558
Endowments	2,732	7,846	..	379	682	..
Subscription and other sources ..	..	8,082	..	2,000	2,546	..
Total ..	2,44,593	3,61,936	25,145	83,363	33,732	55,898

Sources of expenditure.	B. J. Medical School, Hyderabad.		Midwifery School, Hyderabad.		Total.	
	1916-17.	1921-22.	1916-17.	1921-22.	1916-17.	1921-22.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	9,546	11,384	..	..	1,67,272	2,64,248
Local Funds	..	2,750	..	550	549	3,300
Municipal Funds	..	..	..	..	..	..
Fees	3,062	2,412	..	..	1,42,297	2,32,438
Endowments	14	636	..	..	3,428	8,861
Subscription and other sources ..	3,311	..	254	591	6,111	10,673
Total ..	15,933	17,182	254	1,141	3,19,657	5,19,520

IV.—Agriculture

198. The only college of agriculture in the Presidency is that at Poona. It is affiliated to the University of Bombay and prepares its students through a three years' course for the degree of Bachelor of Agriculture. The number of students studying for the degree course in the college increased from 108 to 200. A degree of Master in Agriculture was instituted by the University in 1916, given for research in connection with agriculture. Ten students have obtained this degree up to now. *College of Agriculture*

The greater part of the buildings of the college was utilised as a War Hospital during the War from 1916-1919 and the College was housed partly in the remaining buildings and partly in the quarters.

199. The following table gives the expenditure and the sources from which it is met :— *Exp. attest*

Year.	Provincial revenues.	Fees.	Endowments.	Total.
	Rs.	Rs.	Rs.	Rs.
1916-17	82,098	....	....	82,098
1921-22	1,21,187	7,992	192	1,29,371

The method generally adopted for the education of the cultivating classes is the demonstration of improved methods. This is done by the Department of Agriculture either on the cultivators' fields or on Government farms. For the sons of small landowners short practical courses are given and agricultural schools have been established. At the Agricultural College a short course in practical agriculture suspended during the war was resumed in 1919. Thirteen students took the course in 1921-22. The Vernacular Agricultural School system, which has been developed in this Presidency, has been extended during the quinquennium and there are now six schools running. The first such school, at Loni in the Poona District, aims at attracting boys of from 14 to 17 years of age who have passed the fourth vernacular standard and at giving definite instruction in agriculture while continuing their general education. The curriculum involves at least half the working time being spent in the field, whether in farm work, or in gardening, dairying, etc. The school has been full to overflowing for several years, about fifty boys being in residence. The cost per pupil is about Rs. 200 per annum, about half for maintenance and half for education, and is defrayed by Government, assisted by local bodies and private persons. *Education of Cultivators*

200. The school is under the direction of the Superintendent of Land Records in Sind and is maintained for the training of selected candidates for the duties of Tapedars (village officers corresponding to Kulkarnis or Talatis in the Presidency proper). Instruction is given in survey work, the taluka and village manuals of accounts, the Land Revenue Code, the Commissioner's special circulars, etc. Plane table survey was added to the curriculum in 1919. There is accommodation for 132 students but the number of admissions varies according to the need of the Province. *Tapedars' School*

V.—Forestry

(Contributed by Mr. J. D. Maitland-Kirwan, Principal, Bombay Forest College.)

201. A forest college for the training of ranger students was established at Dharwar during the quinquennium. This College started work on July 1, 1920 with 9 students, one of whom was dropped after the first year as not being sufficiently promising to follow the course. All these students successfully passed through the course, 2 obtaining honours and 6 the ordinary pass diploma. Fifteen students were admitted in July, 1921, and of these 2 were dropped during the course. The remainder are to finish their training in the districts and in Dharwar, but the project of providing College buildings, for which plans were prepared, has been dropped and Government has decided not to proceed with the scheme of training owing to the high cost per head which would have to be incurred. The students are therefore once more to be trained at Dehra Dun."

VI.—Veterinary Science

(Contributed by Mr. K. Hewlett, Principal, Bombay Veterinary College.)

202. During the quinquennium ending 31st March, 1922 the chief item of interest affecting the whole of India has been the endeavour as the result of the report of the Public Services Commission to raise the standard of Veterinary education in India. The matter was dealt with by a Committee on Veterinary Education at the Board of Agriculture in India held at Poona on 18th December, 1917 and following days and again at Lahore on 24th March, 1919. The report of the sub-committee on Veterinary Education at Lahore was as follows :—

"(a) We are of opinion that at the present stage of development of the Civil Veterinary Department any rapid Indianisation of the service is unlikely. We consider that the recommendation made by the Public Services Commission that a course of training should be instituted in India in order to enable Indians to qualify for the Imperial branch of the department is not practicable.

"The small number of recruits annually required, approximately two, would not justify the very large outlay necessary to establish an efficiently equipped college which would be necessary to carry out the Public Services Commission's recommendation. Rather we would suggest that in order to assist Indians to qualify for the Imperial branch of the service, selected youths be sent to Europe by the aid of State scholarships there to qualify as Members of the Royal College of Veterinary Surgeons.

"(b) That the education required for the different grades in the Provincial Services should be provided at the existing Veterinary Colleges, all candidates going through the same curricula with post-graduate courses for the higher grades. In addition to veterinary education, it is considered essential that the educational qualifications for entrance to the colleges should be raised, and before this is possible, the prospects of graduates must be improved.

"(c) Revision of the curriculum is necessary. It is thought desirable to add certain new subjects, and it is considered that, as the three years' course at present prescribed is not of sufficient length to allow the subjects now included to be taught with any degree of thoroughness, four years are necessary. The curriculum should be on the lines prescribed by the R. C. V. S. for the colleges in England and we suggest that a detailed syllabus should be separately prepared by the Principals of the Indian Colleges whose report will be submitted for final consideration at the next Veterinary meeting. If the suggestion with regard to curricula is adopted this will tend towards uniformity, as far as teaching is concerned. For the examinations, it will be only possible to obtain uniformity by the appointment of a permanent Board of Examiners."

The first of these recommendations has been accepted and five selected youths have been sent to Europe by the aid of State Scholarships to qualify themselves as members of the Royal College of Veterinary Surgeons. The other recommendations are still under consideration, a revised syllabus for a four years course teaching up to a high standard having been prepared in February, 1922 at Bombay by a Committee of Veterinary officers consisting of Colonels Smith and Walker and Messrs. Oliver, Hewlett, Sowerby, Aitchison, and Edwards.

There is but little to report with regard to Veterinary education in the Bombay Presidency. The College has continued to perform its normal functions and has maintained its usual standard of usefulness. Candidates for admission to this College during the quinquennium ending 31st March, 1922 amount to 132 as against 192 for the previous quinquennium. This falling off in candidates for admission is more apparent than real for owing to changes in the sessions only four years admissions are shown in this quinquennium as against five years admissions in the last quinquennium. The number of graduates who passed out during the quinquennium ending 31st March, 1922 amount to 111 as against 91 for the previous quinquennium an increase of twenty. Of these 61 graduates are in the service of Government, 29 in the service of Native States, and 15 in Municipal employ and other public bodies; three have died and three, one of whom is studying in Europe, are not practising. Graduates of the Bombay Veterinary College do not confine themselves to seeking employment in India. Many seek service abroad in the Malay States, etc.

The College buildings during the last portion of the quinquennium have been enlarged by the addition of a Lazaretto or a Contagious Diseases Hospital for Animals which is in course of construction.

The College staff has remained unchanged with the exception of the retirement of Professor Vakharia in 1920 and the appointment of Mr. V. R. Phadke in 1920. The pay of the Imperial and Provincial service officers was revised as from 1st December, 1919.

Discipline among the students has been well maintained and the attendance has been normal. The non-co-operation movement made no headway among them.

203. The following table gives comparative figures for the number of pupils and the expenditure incurred on the institution :—

Year.	Number on rolls.	Expenditure.				
		Provincial Revenues.	Municipal funds.	Fees.	Subscriptions, etc.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.
1916-17	115	54,897	2,500	4,860	90	61,347
1921-22	67	99,803	2,500	3,180	5,535	1,11,018

VII.—Commerce

Sydenham College of Commerce

204. The Sydenham College of Commerce owes its existence to the keen interest taken in the subject by Lord Sydenham and to the munificence of Bombay merchants which he called forth. Its aim is to furnish young men embarking on a business career with a University education of such a kind as will assist them, by deepening and widening their understanding of industrial and commercial organisation, to rise to the more important and responsible positions in their respective vocations, and, from the larger public and cultural point of view, to promote the study of social conditions in general, by means of specialised courses in the various branches of Economic Science and by original research. It teaches the degree course instituted by the University, and also has classes for the Government Accountancy Diploma, and for Shorthand and Typewriting. Courses of evening lectures are given for the outside public on such subjects as "Banking Law", "Bank organisation and Administration", "the Economics of Indian Railways", "Foreign Exchange in Theory and Practice", "Statistical Methods and Data", the Conditions of Industrial Progress in India", etc. The number of students attending the College was 246, against 241 in 1916-17. There is a keen demand for admission, the number of applications in 1920 having been as many as 375.

In this connection the principal reports that

"the increasing demand for admission into this College for the degree courses is attributable to three important reasons. In the first place during the last five years the College has established its reputation throughout the length and breadth of the country, as is evinced by the fact that students from all parts of India including Burma apply for admission into the College. Secondly, it has been realised that the subjects taught at this institution cover a wide field of usefulness. They equip the students with training which is of great assistance, not only to those who look forward to commercial careers, but also to those who aspire for certain other walks in life. The third chief factor which accounts for this large increase in the number of applications for admission is the higher market price of the services of the Commerce graduates as compared with graduates in Arts. The former have proved by their work that it is in the interests of their employers to engage them in preference to other graduates. Practically all the students who graduate from this college find suitable openings at salaries varying from Rs. 100 to Rs. 200 p. m., soon after their results are declared and some of them within a few years are able to earn as much as Rs. 400 to Rs. 500 p.m. It is however to be admitted that a good many of these applicants have had to be disappointed largely on account of lack of accommodation in the premises in which the College is housed at present. However, it is gratifying to add that this want of the College will be met at an early date as Government have been pleased to allot to this College the Indo-British Institute's school building which with certain alterations and additions will serve the needs of this Institution for at least some years. In this building it will be possible to take up the question of the extension of the courses. For instance, it is proposed to grant a special scholarship for higher training in Actuarial Science in England to an Associate of the Institute of Actuaries on the condition that on his return to India, after a couple of years he will train the students in

Acturial Science, one of the optional subjects approved of by the University for the B. Com. degree. It is also proposed to add the subject of the Railway Transport with a view to train young men for the superior branch of Railway service."

Commenting on the effects of the War the Principal remarks :—

"The War has opened certain industrial channels which have created a large demand for young Indian graduates in Commerce. The bright prospects which are in store for really competent young Indians in commercial and industrial services have brought about a great change in their outlook. Whereas some fifteen years ago commercial careers were not much aspired for except in a few cities like Bombay, quite a large percentage of the present day young educated Indians show a real keen desire for playing their part in the industrial and commercial development of this country."

He suggests the institution of the degree of Master of Commerce by the University to encourage students to do research work after taking the B. Com. degree.

The Advisory Board of the College

205. The Advisory Board of the College, which consists of representatives of the Bombay Chamber of Commerce, the Bombay Millowners' Association, certain donors, accountants, and specialists in mercantile law, met on an average three times a year during the period under report. The Board has proved very useful in giving advice on various matters connected with the College.

Expenditure

206. The expenditure of the College increased from Rs. 69,772 to Rs. 77,108 and was met from the following sources :—

Year.	Provincial Revenue.	Fees.	Subscriptions.	Total.
	Rs.	Rs.	Rs.	Rs.
1916-17	34,015	35,757	....	69,772
1921-22	45,824	29,284	2,000	77,108

Schools

207. The number of Commercial Schools and Classes decreased from 39 to 37 and the pupils in them from 1,880 to 1,876. The decrease is wholly in unaided institutions. The schools give instruction in Book-keeping, Shorthand, Typewriting, Commercial Correspondence, Commercial Geography, etc., and send up students for the London Chamber of Commerce and the National Union of Teachers' examinations. As a rule it is only those who are prevented by poverty or want of capacity from completing the ordinary secondary course that appear for these examinations. During the quinquennium a donation of Rs. 69,500 was given by Sheth D. B. Vakil for the purpose of attaching commercial classes to the Government High School at Broach. The school was started in March. 1920, and is named the J. D. Vakil Commercial School in memory of the donor's deceased son.

Expenditure

208. The expenditure on these schools increased from Rs. 66,568 to Rs. 78,762, that from Provincial revenues from Rs. 4,430 to Rs. 8,055.

London Chamber of Commerce Examination

209. At the London Chamber of Commerce Senior and Junior Examinations held in May, 1921, 936 (including 7 girls) and 123 respectively appeared in various subjects, against 722 and 77 of the year before, of whom 234 (including 4 girls) and 14 were successful, against 222 and 12. The results can hardly be regarded as satisfactory. The following were the results in the subjects taken up for the Senior and Junior Examinations :—

Senior—Book-keeping and Accountancy 72/425, Methods of Machinery and business 77/220, Commercial and Industrial Law 33/128, Banking and Currency 40/85, Advertising 0/30, Political Economy 8/23, Shorthand, 1/12, Typewriting 0/5, Advanced Arithmetic 1/4, and Company Law 2/4.

Junior—Book-keeping 10/69, Shorthand 4/36, Typewriting 0/17, and Arithmetic 0/1. It is noteworthy that not a single candidate has appeared in Commercial History and Geography during the last quinquennium, and that not a single candidate in the complete examination, which comprises 10 subjects.

Accountancy Diploma Board

210. The Accountancy Diploma Board was constituted by Government at the suggestion of the Government of India in 1915. But the first examination for the Government Diploma in Accountancy was not held until 1918. Examinations

are now held simultaneously every year at Bombay, Calcutta, Madras, and Allahabad. During the quinquennium 223 candidates appeared, of whom 48 passed. Of these, only 27 satisfied the requirement of the Board in respect of practical training in accounts after passing the examination and were awarded the Government Diploma which qualifies them to practise as auditors under the Indian Companies Act of 1913. In February, 1921, Government instituted a Government Diploma in Co-operative Accountancy, which qualifies the holder for permanent appointment as an auditor under the Registrar of Co-operative Societies. Candidates for this Diploma are expected to answer papers on Accountancy and Auditing, on the Law of Contracts, and on Co-operation, and to undergo practical training in accounts under an auditor in the Co-operative Department. One hundred and seven candidates appeared for this examination, which was held simultaneously in Bombay, Madras, and Allahabad; of these, 35 passed.

CHAPTER IX

TECHNICAL AND INDUSTRIAL EDUCATION

I.—General

211. Besides Technical and Industrial Education, this chapter deals also with the Fine Arts, as represented by Painting and Music.

Management of Institutions

212. The College of Engineering, the School of Art, and a few technical schools are maintained by Government. The bulk of the technical schools, including the most important of them, the Victoria Jubilee Technical Institute, Bombay, are under District Local Board, Municipal, or Private management, and are aided by Government.

Control and Inspection.

213. The control of industrial schools is in the hands of the Director of Industries, while that of technical schools is in the hands of the Department, working through the Committee of Direction. The Committee consists of seven members, with the Chairman of the Victoria Jubilee Technical Institute as Chairman, and the Director of Public Instruction, the Director of Industries, two trustees of the Victoria Jubilee Technical Institute, and the Principals of the Victoria Jubilee Technical Institute and the College of Engineering, as Members. The Committee regulates the courses and standards of instruction in schools under its control, arranges for the periodical inspection and examination of such schools, recommends grants to be paid by Government, prepares text-books in technical subjects, and determines the conditions of grants to new schools. The Committee accepts the responsibility of control only in the case of those schools which are found to be up to the standard of the scheme of education prepared by them. During the quinquennium three schools were removed from the list of the Committee as not fulfilling this condition. It is reported that there is a demand from industrial firms, Railway Companies, etc. for young men ho have completed this course and obtained the final certificates. The schools are inspected by the staff of the Victoria Jubilee Technical Institute. A full-time Teaching-Inspector, however, has been employed since 1919. His duty is to go round the schools as many times in the year as possible, inspect the work, and instruct the teachers in the methods of instruction, etc. The experiment is reported to have proved a success and the appointment of two additional Teaching Inspectors is under consideration.

Classification

214. The Committee has, with Government approval, classified technical schools as follows:—

(*a*) Technical schools proper, that is those which give combined instruction in theory and practice without any instruction in purely literary subjects.

(*b*) Schools which give practical instruction with little or no theory of the trade, industry, or profession they teach, and which do not include any literary subject in the course of instruction.

(*c*) Schools and classes which combine literary education as an adjunct or complement to the manual or practical instruction in the trade or industry taught.

(*d*) Schools which add manual training as a complement to the literary education imparted.

(*e*) Girls' schools which teach an industry or industries approved by the Department to pupils who have either completed an approved course of instruction or are attending such a course in the same or some other recognised school.

II.—Figures of Institutions, Pupils, and Expenditure

215. The number of Technical and Industrial schools increased from 29 to 34 in the quinquennium but the number of pupils decreased from 2,376 to 2,371. The expenditure on them has risen from Rs. 5,94,637 to Rs. 7,27,994. The portion of this debitable to Provincial Revenues has risen from Rs. 3,78,914 to Rs. 4,91,477, i.e., by 29·7 per cent.

III.—Engineering

Institutions, Pupils, and Expenditure

216. Education in Engineering is imparted in only two institutions, the College of Engineering, Poona, and the Engineering class attached to the D. J. Sind College, Karachi. The College of Engineering, which is a Government institution, had 313 students. The expenditure on the College of Engineering amounted to Rs. 1,53,207 against Rs. 1,12,712 in 1916-17, that from Provincial Revenues having increased from Rs. 92,555 to Rs. 1,33,706. The total expenditure on Engineering amounted to Rs. 1,60,835, of which Rs. 1,36,600 was contributed by Government.

Changes and Developments

217. The minimum qualification for admission to the degree course is the First Year Arts Examination. Owing to the large demand for admission a large proportion of those admitted have even higher qualifications. It is proposed to make the Intermediate Examination the required qualification. The course is one of three years, each of which is closed by an examination, the bifurcation to Civil or Mechanical Engineering taking place after the first year of study. The first batch of two graduates in Mechanical Engineering passed out successfully in 1917-18. The question of extending the course to four years is still under consideration.

Extensive alterations and improvements have been made in the main building of the College. The hydraulic section of the new engineering laboratory was completed during the year 1918 and various other machinery was erected in the new mechanical laboratory.

The Advisory Committee appointed to advise Government on questions of policy, organisation, staff, buildings, etc. was reconstituted in 1921. Under the new constitution there is a majority of non-official members. The Committee now elect their President, in place of the Director of Public Instruction, who is no longer a member of the Committee. The Principal acts as Secretary without a voice in its decisions. New posts of Professor of Chemistry and Geology, and Instructor of Engineering, Drawing, and Design have been created at the suggestion of the Committee. The question of extending the College is under the consideration of Government.

Work of the College

218. The nucleus from which the College has been developed is the Poona Engineering Class and Mechanical School which was opened in July, 1854, with the aim of providing suitable instruction for subordinate officers in the Public Works Department. In the beginning all who passed were given appointments. In 1866 the Degree of L. C. E. was instituted for Matriculated students and the College was affiliated to the University. The College had then three departments (1) Matriculated students reading for the Degree of L. C. E., and (2) and (3) unmatriculated students studying to qualify as Overseers and Maistries respectively. Encouragement was given by Government by the offer of one appointment yearly in the Engineering branch of the Public Works Department, and of three appointments yearly in the upper and three in the lower subordinate establishments. The number of students went on increasing rapidly and fees were levied for the first time in 1870, without checking the growth of the College. In 1886 the University course was revised and the pupils were required to pass the Previous Examination before joining the College. The L. C. E. Degree was replaced by the Degree of B. E. in 1909. The College now has classes for Civil Engineering and Mechanical Engineering, in addition to the Apprentice Classes (Industrial). Of the 313 students, 100 were in the Sub-overseer Mechanical and Electrical Apprentice Classes, 19 were F. E. Probationers, and 194 were in the University Engineering Classes, 27 studying for Mechanical Engineering and the remainder for Civil Engineering.

College Tours

219. Students are taken on tours under the guidance of the College Professors to places of geological and engineering interest. These tours are reported to have great instructional value.

Apprentice Classes

220. Most of the students who pass through the Mechanical apprentice course proceed to outside workshops in Bombay and elsewhere and after a practical

training under commercial conditions as apprentice fitters sit for the examination for a Second Class Certificate under the Bombay Boiler Act. A considerable number of students of the College, including some from the Electrical apprentice class, have passed this examination, and a few have taken the higher examination and obtained the First Class Certificate. The Principal reports :—

"There has been a considerable improvement in the manual work done here during the last quinquennium, a considerable proportion of our pupils come from a caste which, while it contains men of high intellectual ability, has no hereditary connection with manual work. Those who join our workshop classes are, as a rule, young men, who have not done particularly well at School and feel that they have little chance of success if they were to proceed to the University Examination ; among these there is quite a new spirit of interest in manual work and many of them are doing very well indeed. Some Mahomedan pupils and some from Hindu castes, whose ancestors for generations have engaged in manual work, have also proved very satisfactory workers."

"During the past year we have received applications for admission to the Workshop from students who have passed the First Year Arts Examination. This is a new and interesting feature and seems to show that some of these students are now turning to manual work in preference to purely mental occupation.

"These workshop courses have been revised, the class-room work has been made more practical, and a certain amount of differentiation between the courses takes place in the second year, whereas formerly the course was a common one for the first two years."

Examinations and Appointments

221. There are seven appointments guaranteed by Government for students of the College every year ; one is that of an Apprentice Engineer in the Public Works Department given to the candidate who stands first in the B. E. (Civil) Examination of the University ; three are posts in the upper and three in the lower divisions of the Subordinate service of the Public Works Department. The examinations are held in March, the final examination being now held six-monthly, in October and March. At the last B. E. Examination 59 students appeared, 49 for the Civil and 10 for the Mechanical, of whom 25 and 5 respectively passed. All the successful students, so far as is known, have obtained service in the Public Works Department or in private employ.

IV.—Technical and Industrial Education

Appointment of a Committee to investigate the Problem

222. Mr. F. W. Marrs I.E.S. who was deputed to study recent developments in technical and industrial education in Europe, submitted a report in 1921 on certain schemes of Industrial Education and Training in the United Kingdom and other countries of Europe and their application to this Presidency. Recognising the need for a wide extension of technical education and industrial training, Government appointed in 1921 a Committee representing important employers of labour, both European and Indian, with Sir M. Visveshvaraya K.C.I.E. as Chairman, to draw up a comprehensive scheme of technical and industrial education for the Presidency.

The Committee were asked to examine existing facilities for imparting higher education in Mechanical Engineering and Technology as well as for industrial and technical education of the high and middle school grades, and to suggest the measures, including, where necessary, provision for research work, needed to prepare persons qualified (1) to fill leading executive positions in business, (2) to hold subordinate positions in large or factory industries or responsible positions in smaller ones. They were also asked to suggest measures for (1) training girls and women for industrial careers suited to their aptitudes ; (2) spreading a knowledge of business methods and discipline, and of the use of tools, machinery, and labour-saving devices, and to submit a scheme, with a rough estimate of capital cost and maintenance charges, for the establishment of new institutions, including provision for vocational schools, apprentice schools, continuation schools, etc., and for additions to and modificatons of existing institutions, including provision for the administration and supervision of the entire scheme.

As a result of this the committee submitted two reports, one the majority report signed by ten members, the other, the minority report, signed by six of the members including the Chairman.

V. J. Technical Institute

223. The V. J. Technical Institute, Bombay, is under the management of a Board consisting of 18 members, 8 of whom including the Chairman are appointed by Government, the remainder being elected by the Bombay Municipality and various other non-official bodies. The Institute gives courses of instruction in (1) Mechanical Engineering, (2) Textile Manufacture, (3) Electrical Engineering,

(4) Technical Chemistry, and (5) Plumbing and Sanitary Engineering. The competition for admission is greater than ever and only about a third of the applicants can be admitted. Owing to increased expenditure on account of salaries and to the inability of Government to render further assistance the fees have been raised by 50 per cent. They are now as follows per term (two in each year):—

	Rs.
Mechanical Engineering Course	25
Electrical Engineering Course	25
Textile Manufacture Course	25
Technical Chemistry Course	30
Sanitary Engineering and Plumbing Course ..	25

The number of students on the rolls was 314, of whom 129 were in the first year, 67 in the second, 67 in the third, and 51 in the fourth. It is reported that there are indications that a better class are now taking up technical education. The total expenditure was Rs. 1,89,600, of which Rs. 1,25,000 was contributed from Provincial Revenues.

Work of the Institute

224. The qualification for admission has now been raised to the First Year Arts for the Mechanical, Electrical, and Applied Chemistry Departments. For admission to the other Departments there is an entrance examination of the standard of the School-leaving Examination. The scope of the work has been extended to include lead burning and oxy-acetylene welding, the expression of oils and fats on a small scale with a miniature plant, the testing and analysis of cloth, yarns, etc. The Honorary Secretary reports :—

"During the last five years considerable progress has been made in various departments in order to bring the work of the Institute in line with actual requirements. In the Mechanical Department considerable amount of fitting and machine work is done, the students working both to guage and scale. All students have actual practical work in handling of Prime Movers, steam, gas, and oil. The engines are indicated and actual working costs calculated.

"In the Electrical Department a considerable amount of actual wiring is done, to illustrate the methods adopted for particular requirements, armature field coils are designed and wound, cable faults are detected and repaired.

"In the Textile Department a new carding engine and doubling frames have been introduced and the plant is now comprehensive. It is hoped to carry out experimental work with different varieties of cotton to see how far they can be utilised for different counts. In the Weaving Department a number of new looms have been added and students not only receive training in plain weaving but they also have practice in dobby and jacquard work. In all cases students set up their own looms, cut their own cards, dismantle and assemble various machines. Some 13 years ago it was decided to allow students in the Textile Department to take a two years' course in Spinning or Weaving and certificates were issued at the end of this course; students were, however, given the option of carrying on for a further two years' course in Weaving or Spinning and were given diplomas of Licentiate of Textile Manufacture. Recently, however, this custom has been discontinued, a student now will have to take a four years' course in Spinning and Weaving, the two subjects being taken concurrently. Most of the students have as a matter of fact remained for four years in the Institute and sat for the diploma.

"Students in the Sanitary Engineering and Plumbing Department are trained in ordinary manual plumbing work and in the principles of Sanitary Engineering and building construction. Recently they have been given instruction in lead burning and oxy-acetylene welding.

"That the courses in this Institute are on the right lines is shown by the fact that practically no student who passes the final examination experiences any difficulty in getting suitable employment."

Examination Results.

225. The following table gives the examination results of the final examinations :—

Department.	Candidates.	Passed.			Failed.
		1st class.	2nd class.	Pass.	
Mechanical Engineering	13	2	10	1	..
Textile Manufacture	11	4	7	..	..
Electrical Engineering	16	9	4	2	1
Technical Chemistry	7	3	4	..	..
Plumbing and Sanitary Engineering	6	1	1	3	1
Total ..	53	19	26	6	2

It is reported that the practical work was in many cases of a high character.

226. There are only two other Technical Schools, *viz.* the R. C. Technical Institute at Ahmedabad and the Parekh Technical Institute at Surat. The former was founded by the late Sir Chimubhai Madhavlal Bart. and was taken over by Government in 1917. It is attended by 78 pupils. The subjects taught are Spinning, Weaving, and Mechanical Engineering. It possesses equipment of a very complete character and is an institution of great potential value to the Mill industry of Ahmedabad, for which it is designed to train youths as foremen and overseers. Though it is reported that successful students easily find employment in the local mills and up-country on salaries varying from Rs. 50 to Rs. 100, the results of the institution have so far been somewhat disappointing. It is, however, now reported that students with better qualifications are coming forward for admission. It is hoped that it will be found possible to make the VIth Anglo-Vernacular standard the qualification for admission. Experience shows that students with inferior qualifications are unable to take full advantage of the theoretical instruction given. Lady Chinubhai gives 18 scholarships, each of Rs. 10 per mensem, to deserving students, and renders liberal help towards the maintenance of a private hostel for the students. *Other Technical Schools*

227. The Parekh Technical School at Surat is maintained by the Municipality. The institution is adversely criticised by the Committee of Technical Education. It trains up students in elementary Mechanical Engineering, Carpentry, and Smithing. It has 32 pupils. The standard for admission is low, most of the boys not having studied beyond Anglo-Vernacular standard III. The medium of instruction is Gujarati. In the opinion of the Committee :—

"The unsatisfactory state of this school is to some extent due to the poor staff and it is hopeless to expect better results when the salaries paid to the staff are less than those earned by an ordinary journeyman."

228. There are, besides, 18 schools under the control of the Committee. The Secretary reports :—

"The majority of the schools under the control of the Committee trained boys in Carpentry applied to house building, ship building, hand-loom weaving, etc., who would otherwise have to earn a livelihood as menials. The products of the schools, it is reported, do not find any difficulty in getting employment, while a few are mentioned as doing well after some outside practical experience. In these schools Carpentry, Drawing, and Practical Carpentry are taught side by side with a certain amount of general education, but the main idea is to teach the practice of the subjects rather than the fundamental theory underlying the subject.

"As Technical schools they are a failure and according to the present methods are bound to be so. As Industrial schools they serve a useful purpose, as they give an industrial bias to boys during the period they are receiving an elementary education.

"Such training is useful as it inculcates ideas of accuracy and neatness, and in some schools, especially at Dhulia and Sukkur, a high degree of manual dexterity has been reached.

"In some of these schools fair salaries are paid to the staff, but in others very low wages are paid, with the result that only a low grade of man is attracted and there is naturally a low standard of work.

"Some of the schools in addition to giving a training in carpentry also have workshops for elementary fitting. These should be encouraged as long as the boys are made to work to dimension, but there is a very objectionable practice obtaining in some schools of allowing boys to plane a piece of wood—say a squatting board—regardless of size, whether the finished board is half an inch longer or shorter or one-eighth thinner or thicker than the standard dimensions given.

"During the period under review there has been a marked improvement in some schools (though there has been a serious falling off in one) and this is due in no small measure to the fact that there is now a Teaching Inspector who visits the schools in turns, staying a few days in each and advising the teachers in improved methods of carrying out their work.

"The Committee of Direction is strongly of opinion that the industrial schools, should, whenever possible, take the form of apprentice schools and be attached to big workshops such as railways, etc., especially as it thinks that the ordinary industrial school is of little use except for training in unorganised and village industries.

"The Committee also holds that the really important matter for immediate attention of the development of industries is the increase of the supply of skilled artisans, which can alone be arrived at by the system of apprenticeship in such workshops. The demand for the product of Technical Institutes of University standing is insignificant, compared with that for skilled artisans and the interest of the former therefore should be subordinated for the present to the production of skilled artisans in every branch.

"The Committee would here point out that the success of apprentice classes at large works depends on a steady supply of trained efficient teachers, now wholly lacking. It suggests that the provision of such teachers is the work of the existing Technical Institutes, and strongly recommends that consideration should be given to the development of the Institutes for that purpose.

"It is obvious that unless a better class of teachers is obtained, the training in the schools will never be really efficient and that, to retain the services of such a man, higher salaries must be offered."

State Technical Scholars

229. The State Technical Scholarships instituted in 1904 were awarded during the quinquennium as follows :—

	1917-18	
Mr. G. D. Kelkar	.. .. ..	Glass Manufacture.
,, N. V. Modak	.. .. ..	Sanitary Engineering and Sewage disposal.
	1918-19	
Mr. G. P. Ogale	.. .. ..	Glass making with special reference to the construction and working of glass furnaces.
	1919-20	
Mr. R. G. Padhye	.. .. ..	Sugar technology including sugar chemistry.

The scholarships are now awarded on the recommendations of the Director of Industries, who has to watch the after careers of the scholars.

V.—The Arts

Sir J. J. School of Art

230. The number of students on the rolls of the School of Art was 343, against 327 in 1916-17. In the School of Art proper there are 202 students, of whom 26 learnt Drawing, 65 Painting, 24 Modelling, 9 Special Shading, 19 attended the course for Drawing Teachers', and 59 took the Architectural course. The Reay Art Workshops had 131 students learning various crafts. The Pottery section had 10 students. The following account is given by Mr. Solomon, Principal, School of Art, of the progress made during the quinquennium :—

Painting

231. "After Mr. Burns' retirement in April, 1918, Mr. R. A. Hoggarth, the Inspector of Drawing and Craft Work, Bombay Presidency, was in charge of the Sir J. J. School of Art, Bombay, till the 25th November 1919, when the present Principal was appointed. Shortly after a new system of imparting education to advanced students of the Painting Classes was introduced. The Designs for Mural Decorations for the School of Art were commenced early in 1920, and as many as eight cartoons of 7½′ × 5½′ were completed by June of the same year. When these were finished, the work of carrying them out in Oils commenced on the panels of the South Gallery as well as in the entrance verandah. A wall in the Central Hall was also decorated with a panel 'The Recrowning of India' occupying a space 33′ × 17′. The Government of Bombay were pleased to sanction a lump sum of Rs. 5,000 to meet the expenditure of the decorative work. His Excellency Sir George Lloyd personally patronised and encouraged this work from the first, occasionally visiting the school to inspect its progress, and offering two prizes in the shape of palettes to the two students who showed the best work in these Decorations. On the occasion of the Prize Distribution Ceremony His Excellency was so good as to unveil these Decorations for the public exhibition. Many thousands of visitors inspected this Exhibition of a revived branch of Indian Art. His Excellency offered subsequently Gold and Silver Medals for the succeeding years competition, a competition that it may be safely stated, has an Historical importance in the annals of Indian Art. The School was commissioned by His Excellency to decorate the Durbar Hall of Government House, Bombay. There the students executed sixteen panels of 10′ × 3′ each and four of 13′ × 7′ each.

"This work has excited much public interest not only in Bombay but throughout the country. Concurrently with the study of Mural and Decorative design, Life classes have been introduced on lines similar to Western Schools of Art, thus giving the students training in the all-essential study of form.

"Eight new Scholarships have been endowed by the Government of Bombay for the special encouragement of the senior class of Mural Painting. With the help of these Scholarships advanced students will be able to proceed with their studies which will be of very material help to their commencing as professional Artists.

"The founding of the Miss Dolly Cursetji prize of Rs. 600 for the best design for the decoration of a Public Building, is another most important addition to the annual prize list. The fund was collected by an influential Committee under the patronage of Her Excellency Lady Willingdon on behalf of a late student Miss Dolly Cursetji, in commemoration of her devoted services in the cause of the School of Art, and during the war the capacity of the students of

the Painting classes has shown a steady all-round increase. It was well tested in the work of painting the public Pylons that was undertaken by the School for the visit of His Royal Highness the Prince of Wales. In an extremely short period as many as 72 panels of 19′ × 5½′ each and 72 smaller ones of 5′ × 3′ were painted and ready for the memorable occasion.

"The regular inspection of the Drawing classes in the Secondary Schools throughout the Presidency by the Inspector of Drawing, since his appointment in 1914, has improved the standard and system of Drawing in the Elementary Grades. The number of students taking up Drawing has also noticeably increased as can be gathered from the increase in candidates appearing for the Elementary and Intermediate Drawing Grade Examinations.

232. "The standard of teaching has been greatly improved by the appointment of two visiting Professors. They have now been teaching and demonstrating for the last two years. The introduction of the study of the nude in these classes also, has created an excellent effect. The figures from Life executed by the students of the advanced class deserve considerable praise; the designs in the round and in relief have lately tended towards a more definitely Indian character. *Modelling Classes.*

"A significant sign of the advance of Art in Bombay is the establishment of 'The Art Society of India' by the past and present students of the Sir J. J. School of Art, and the work accomplished by the Society during the last four years. The first exhibition was held recently by permission of Government in the School of Art, and received very considerable public and financial support.

"In the recent Government Art Examinations that for the Diploma of Painting was held for the first time since it was founded in 1916, and four candidates were successful.

"In concluding this brief review of progress in the painting side it may be remarked that the Bombay Government has initiated in India during the quinquennium under review a policy that has now spread to London, where it is being widely adopted, *i.e.*, of cultivating Mural painting and of inducing the students of the Schools of Art to undertake the Mural decoration of portions of Public Buildings under their own masters.

233. "Little advance has been made in Architectural Education during the quinquennium. *School of Architecture.*

"Owing to financial stringency, it has not been possible to start the regular School of Architecture leading up to the University degree referred to at the end of paragraph 353 in the Quinquennial Report of 1912-17.

"Proposals for a development of the existing Architectural School of the School of Art, have lately been approved by Government and when they are carried out, students will be able to obtain a Government Diploma in Architecture, which it is hoped, will do much towards improving the position of students and raising the status of the profession.

"Accommodation in the School is limited and the numbers of students have not increased, but higher educational qualifications are required of applicants for admission to the School and the standard of training has been raised.

"Students come to the School from all parts of India and the School supplies Architectural Assistants to all practising Architects in Bombay and the Consulting Architects to all the Local Governments in India and Burma.

234. "The building of a small four feet down draught oven was completed and has proved an unqualified success. It has been used constantly and is still in perfect working order. This kiln has effected a saving of nearly Rs. 300 per annum and this saving has helped the department to work on its original grant without asking for an increase on account of the high cost of raw materials. Important experiments have been carried out in Porcelain, Ironstone, China white and coloured flooring tiles. *The Potteries.*

"The Superintendent of Potteries' services had been lent to the Director of Industries; but in spite of the handicap imposed thereby, Mr. E. R. Fern the Superintendent has applied himself zealously to fostering as far as circumstances permitted the Art side of production and of reviving Indian methods of decoration in Pottery and tile work. The result of his efforts is that a most interesting and varied group of majolica vases has been manufactured, of which several have been used for the decoration of Government House, while others were exhibited with great success at the public Exhibition of School work. The extraordinary popularity of the Pottery Exhibits on that occasion was indeed very significant and gratifying to the School authorities. Two students of the Pottery Department proceeded to England to complete their education in Pottery. One was C. V. Balappa who was sent by the Mysore Government and the other Madan Gopal Bhagat sent by the Punjab Government.

"592 samples of clays were analysed, tested, and reported, on as to their suitability for pottery purposes.

"110 persons interviewed the Superintendent on matters concerning the Pottery industry.

"The Superintendent was sent to the following places out of Bombay to give advice:—Cochin State, Indore, Jubbulpore, Than, Khanapur, and Malwan. North Kanara and Cutch were visited with object of finding suitable clays for pottery manufacture.

"The Pottery Department becomes a factory on a small commercial scale from this year.

Navy Art Workshops

235. "During the quinquennium under report, a considerable part was played by the Navy Art Workshops during the Fancy Fair organised by Mrs. Street for the Marine section of the War Relief Fund in 1917. Similar help was given to the Poona Pageant in 1918. The Workshops again took a very keen and active part in the Peace Celebration which took place in December, 1919. The Workshops' assistance was also required during the celebration of the Children's Welfare Exhibition in making for the Committee the Theatre properties required by them in 1920. The articles made by the Workshop students were publicly exhibited from time to time during the period under review.

"The Workshops have also rendered considerable help during the work on the Mural Decorations executed to decorate the Durbar Hall, at Government House, Bombay, and elsewhere in 1922."

236. The following note by Mr. Solomon is also of interest :—

"THE PROGRESS ART IS MAKING AMONG INDIAN STUDENTS."

Art Progress and Bombay

"In considering the growth and progress of Art in Bombay during the past few years one cannot but be struck by the fact of the unusual possibilities offered by the City in this connection. Its situation is beautiful and inspiring ; its bazaars teem with varied colour ; its crowded streets are thronged with probably the most classical figures in the world ; its wealth is more than sufficient to sustain a civic patronage of the Fine Arts equal to that of Mediæval Florence and its population are on the whole of a frank and open-minded character naturally inclined to progress and to the assimilation of ideas. The City is renowned if not for the subtlety of its intellectual achievements at any rate for its abounding vitality, its dislike of sham, and its bold hold upon realities. The cause of these stirring qualities is doubtless deep-rooted in geographical, historical, and physiological conditions into which it would be a digression to enter here, but which have collectively persuaded many knowledgeable observers that the omens in Bombay are favourable, and perhaps uniquely so, to a revival of the Fine Arts of India. The question of what has hitherto been achieved in the fertilisation of so promising a soil, and what steps should be taken towards its further cultivation must therefore be one of absorbing interest to the many who think of Indian Art as a living and a growing entity.

Perils of Eclecticism

237. "The broad minded policy advocated by some of admitting in Indian Art Education all influences that might seem to promote its welfare ; of refraining from dogmatic teaching ; of eschewing anything like a National Convention ; and in fact of assembling a cosmopolitan armoury and allowing the individual student the chance of selecting his own weapon for the battle of life has very obvious dangers. Though this really sums up the system prevalent in Europe, it is at once too wide and too limited to be safely applied to an Indian School of Art. It is too wide because it may bewilder the Indian student by the very vastness of the field before him ; it is too narrow because the very spirit of the system is European, and its application does tend definitely to occidentalise and therefore to weaken Indian Art. This would not be true Eclecticism, but it would be the way that the eclectic spirit if left untrammeled would work. What is required is a system of Education in Art that will convey to the Indian students all the facilities of study enjoyed by their confreres in Europe, combined with a bias towards the application of those advantages to the expression of that Art that is their own peculiar birthright. These theories have been increasingly tested by the system of training that has been in force in the School of Art for the last two and a half years, and hitherto have yielded remarkable results.

The Unity of Art

238. "Fortunately this system of teaching offers no insoluble problem if once it be realised that the canons of Art are not divisible according to the rules of latitude and longitude but are one and the same the world over. The silhouette of the 'spring-bok' drawn by the Bushman upon his African cave, the sculptured lions on the Mycenæ Gateway, the Assyrian Bulls, or the frescoes of Ajanta owe their excellence one and all to their adherence to an elemental and cosmopolitan formula common to all races and realms and regions of the world, that is the study of Nature.

System of Instruction for Indian Students

239. "Nature is not of the eye only but of the reason. She is not summed up in external impressions upon the retina but also in sub-conscious reactions upon the mind. Hence in Art a beautiful Convention is far more satisfying than photographic realism, a fact we can clearly grasp if we oppose the work of say a Meissonier to the contents of the Egyptian Room at the British Museum. The French painter though relatively more accurate in his delineations of Nature has not shown the selective capacity of the old Egyptian Sculptors, and while Meissonier depicts scenes, the others convey ideas. We must not attempt to teach the Indian to paint like Meissonier or anyone else, but like himself, only he too must refer *directly* and *only* to Nature as his source of inspiration.

Mural Painting

240. "So at the School of Art for the first time since 1920 the indispensable Life classes have been instituted on Western lines, but they are not therefore Western in their import. The students are required to go through this inevitable course of a close study of the forms of life itself, after they are sufficiently trained to 'see' by the study of still life and of the antique. They work also at Compositions, time-sketches and drapery studies and so far conform to the work in the British and French Schools, because they are also learning the Grammar of the universal language of Art. And even the next step, the creative efforts of advanced students

is taken upon lines that are well-established in all countries where Art has flourished, although they necessarily possess a national trend of feeling in India that is all their own. This national trend has made itself felt in the greatest factor that has made for progress in Indian Art for many years, the revival of Indian Mural Painting under the stimulating personal patronage of the Governor of Bombay, Sir George Lloyd. The School has been employed to carry out the decorations required upon public buildings working under its own masters. This enlightened policy has lately been adopted enthusiastically by the Royal Academy of London, the London County Council, and the leading London Schools of Art; but even without this interesting commentary upon the rightness of its pioneer line of action, the Bombay Government may congratulate itself on the vitality and zest with which the School has responded to the new development in Indian Painting.

"There is a joie-de-vivre in the Students' Mural paintings at Government House, in the School of Art and elsewhere that is eloquent of the wonderful potentialities in modern Indian painting rediscovered by this new Movement and by the institution of the life Classes on which it builds its foundation; and a general genuine revival of the unique decorative art of the Country is now only dependent upon patronage and opportunity.

The Opportunity

241. "The very real step forward made recently in Indian Painting in Bombay must be maintained and Government are well justified on the basis of accomplished facts in claiming a pied-a-terre at New Delhi for Indian Art as a separate entity. Nothing need or should deter them from the boldest championship of the right of Indian Art Students in view of the achievements of the School to carry out at Delhi Indian Mural Decorations upon the New Buildings. Indian Mural Decoration conforms to a unique idea, and is founded on the unbetterable tradition of Ajanta. It is by Delhi chiefly that the way can be opened by Government for a genuine revival of the Fine Arts, and an example set which by being eagerly followed all over India will reawaken for the Country's good that indigenous genius that has slept indeed but can never die.

242. "In the above note no review has been included of a somewhat differentiated problem that is the progress of Architecture. Architecture is often described as the 'Mother of the Arts'—a convenient shibboleth which in view of the Cave painting discoveries in Spain may perhaps turn out to be as inaccurate as it is facile, though since historic times the relationship, if not of blood, of adoption may be admitted; and the vexed question as to whether the modern alienation of Painting and Architecture is due to the undutifulness of a daughter or the indifference of a parent may well be waived in view of the far more urgent question—especially in India—as to how to bring about the family reunion that is so desirable. That question is a very vital one, and will only be solved by an absorbing and assimilating process in Architecture similar to that which (as described here) is proceeding in the other arts. The difficulties in the Architectural section of the School of Art are however quite distinctive and cannot be discussed within the limits of this Monograph."

Grade Art Examinations

243. There were 4,010 candidates for the Elementary and 1,760 for the Intermediate Grade Examinations, of whom 1,931 and 1,024 passed respectively. The bulk of the candidates are from the Anglo-Vernacular Schools. The examination is held at 132 centres, which, besides the 79 in the Bombay Presidency, were in the Nizam's Dominions, Central India, Central Provinces, and Raigarh State. The following extracts from the examiners' reports will be of interest:—

Object Drawing Elementary Grade

244. "One cannot help feeling that the students do not make any very serious attempts to represent the objects as they actually see them. They seem to memorise the objects to be drawn and their relative positions on the board or ground and then proceed to produce drawings which more or less look passably correct from the particular point of view which they have selected.

Designs Intermediate Grade

245. "The designs submitted in the Intermediate Grade were not as good as usual and it is evident that the border, particularly the corners, proved too much for the candidates. Written descriptions to the designs, when given, continued to be ludicrous and devoid of common sense and practical considerations."

School of Drawing and Design

246. The School of Drawing and Design at Ahmedabad, opened in 1915, is intended for two classes of students (1) those who, having passed the Intermediate (old Third) Grade Drawing Examination, wish to carry their studies in this subject to a higher stage; and (2) artisans and apprentices engaged in various local crafts in which a knowledge of drawing and design is a necessity, of whom there is a considerable number in Ahmedabad possessing aptitude for artistic work but unable to leave the district to join the School of Art in Bombay. Classes are held both in the mornings and evenings. 28 boys attend the morning classes and learn various branches of Drawing and Design in carpentry and wood carving, textiles, iron and metal work and 6 attend the evening classes. Of the 28 boys who attend the morning classes 24 are sons of craftsmen. The success attained by this school is not such as could be desired. Government have under consideration the whole

question of the best means of fostering the various indigenous crafts. The question is full of difficulties, the chief of which is to create a demand for the local article.

Mu

247. Government have accepted the principle that the introduction of music is desirable in schools both for boys and girls, provided that the susceptibilities of Mahomedans and any other communities who may declare themselves to be opposed to it are duly regarded. Such prejudice as is felt by the general public to the teaching of Music in girls' schools is largely due to the fact that professional musicians are reported not always to be persons of unexceptionable moral character.

248. Music is provided for in the curriculum of both boys' and girls' primary schools to the extent that the teachers are supposed to know the *ragas* appropriate to the pieces of poetry that occur in the Vernacular Readers, while the following specific provision is made in the curriculum :-

Infant classes—Class singing of poetical pieces in the book read. Singing in unison of simple songs.

Standard I—Singing in unison of poetical pieces in the book read.

I doubt whether we can aim at more than this for the present.

249. It is through the training institutions that the teaching of singing must spread to our primary schools. Special Music teachers are already included on the staffs of all of our Training Colleges for Men and Women except in the Training College for Women, Hyderabad. In the District Training Schools provision is made either by attaching a Music class on the Grant-in-aid system or by the employment of special teachers wherever necessary.

Though music cannot be made compulsory in the curriculum for Secondary Schools, it figures as one of the optional subjects which schools may offer. Provision for the teaching of the subject has been made in all the Government High and Middle Schools for Girls except those at Bijapur and Nasik.

There are many schools of Indian Music. It is the policy of Government to encourage all schools which appear to be making a real endeavour to develop Indian Music.

250. Apart from the instruction given in ordinary schools, there are in all 18 Music schools and classes, with an attendance of 2,142 pupils. All are aided and the grants paid to them amounted to Rs. 4,750.

251. In the year 1921-22 Government invited Mr. Frediti's, Principal of the School of Indian Music, Baroda, to give a course of lectures to teachers in Bombay. These lectures were a very great success; the attendance was phenomenal and many more clamoured for admission. Government sanctioned the holding of further classes under Mr. Fredilis, but were unable to provide the necessary funds.

CHAPTER X

TRAINING OF TEACHERS

I.—Training of Secondary School Teachers

Secondary Training College.

252. The Government Secondary Training College, Bombay, is the only institution for males at which teachers for secondary schools are trained. The College trains annually 34 teachers, most of whom are from Government institutions. They are seconded for training after a probationary period of service in a school. They receive full pay during their course of training. Of the 34 teachers under training during the year 29 were from Government and 5 from Aided schools. Four were ladies, 3 from Government schools, and one from Baroda. By qualifications, 29 were graduates and 5 possessed no degree. The staff consists of the Principal and three Lecturers in Mathematics, Science, and History and Geography. The various classes of the Elphinstone Middle and High Schools serve for practical instruction in teaching. The course is of one year. The Principal reports :—

"No material change has taken place in the curriculum ; but more emphasis has been paid to certain lines of work. For instance, more of 'Psychology' and 'General Principles' is now done than previously and students are encouraged to read more widely. Sully's Manual, the only book formerly prescribed, is replaced by (1) Bagley's 'Educative Process', (2) 'Principles of Education' by Jones, (3) Loveday and Green's 'Primer of Psychology', books read by almost all students, while a few students read books like Macmurray's 'Elements of General Method', Burnett's 'Essentials of Teaching', and selected portions of Welton's 'Psychology of Education'. Under General Method, Green's 'Primer of Teaching' and Mackenzie's 'Instruction in Indian Schools' and two or three selected chapters from Raymont's 'Principles of Education' were commonly read. Essays continue to be written. The Science work is made to fit in with the new Science course recently introduced in secondary schools. Excursions continue to be an important feature of our work. First Aid Classes are regularly held and the course of lectures on Diseases at the Parel Laboratory, which had been discontinued for three or four years owing to the War, was resumed during the last two years. On the other hand, no music classes were held in any year of the quinquennium nor was any work in Nature Study done."

Tutorial Work.

253. The tutorial work in the College consists of suggestions and guidance given by the staff to each individual student in the preparation for practice lessons, the notes of lessons being inspected and discussed personally with the student by the member of the staff concerned before the lesson is actually given. In the second term, when the students have acquired some grasp of the principles underlying practice, a kind of seminar is held at which the students are not only free to express their opinion on the chief points of merit or demerit in the lesson observed but are invited to discuss the merits or otherwise of each other's observations. The students are also encouraged to summarise Bagley and important portions of books read privately, the summaries being looked into and checked by the Principal. In this connection the Principal reports :—

"Another change was made last year which proved to be very fruitful. Every Monday during the last two months of the year the students were given a set of questions and exercises bearing on some topic in 'Psychology and Methods' to be worked out in the form of *Skeleton answers* during the week at home. References were suggested and students were asked to discuss the questions among themselves in 'Study circles' which were formed in the hostel for the purpose and consisted of not more than four students each. The answers were submitted to me the following Friday for examination and the points requiring attention were marked and discussed in the class on Monday before a fresh set of questions was given."

Examination.

254. From 1920 a formal practical examination has been held at the close of the year as part of the examination qualifying for the Diploma. It is conducted by a board of examiners, which consists of the College staff and three Inspectors. Two lessons of half an hour each are given by each student. The Arts Graduates give lessons in English and Mathematics, History, or Geography, while the Science Graduates are required to take up Science and Mathematics for their lessons. The College has now been affiliated to the University for the new degree of Bachelor of Teaching, and the Secondary Training College Diploma Examination of 1922 was the last of its kind.

Expenditure.

255. The expenditure on the College was Rs. 46,852 against Rs. 41,018 in 1916-17 ; this amount was almost wholly defrayed by Government.

Besides the Government Secondary Training College there are three Normal Schools, which train mistresses for European and English-teaching schools. These

had 44 mistresses under training, against 39 in 1916-17. The expenditure on these institutions amounted to Rs. 25,349 of which Rs. 14,257 was borne by Government.

II.—Training of Primary Teachers.

256. Teachers for primary schools are trained in vernacular training colleges (so called), with a three years' course, or in training schools, with in most cases a course of one year and in a few cases of two. The total number of training institutions for males and females increased from 39 in 1916-17 to 40 and the number of students attending them from 2,105 to 2,971. Of these, 23 with 2,083 pupils are for men and 17 with 888 pupils for women.

Details of these are given in the following comparative table. It must be remembered that the Board Schools are managed by the Department.

Comparative statement showing number of training institutions for primary teachers by management and the number of pupils attending them.

1916-17.

	Government.		Board.		Aided.		Unaided.		Total.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Masters ..	10	1,278	13	80	2	73	..	..	25	1,431
Mistresses ..	4	342	1	26	7	184	2	122	14	674
Total ..	14	1,620	14	106	9	257	2	122	39	2,105

1921-22.

	Government.		Board.		Aided.		Unaided.		Total.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Masters ..	21	2,013	..	..	2	70	..	..	23	2,083*
Mistresses ..	4	404	1	18	12	466	..	..	17	888
Total ..	25	2,417	1	18	14	536	..	..	40	2,971

* This includes 14 women in institutions for males.

The following table gives the classification by race and creed :—

	Europeans.	Indian Christians.	Hindus. Brahmins.	Hindus. Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.	Total.
Masters	..	88	608	988	377	..	..	8	2,069
Mistresses	..	219*	280	308	27	..	44	24	902*
Total ..	..	307	888	1,296	404	..	44	32	2,971

* This is inclusive of 14 women in institutions for males.

Of the twenty-one Government institutions for males, five are colleges (*i.e.*, institutions teaching the full three years' course) with 1,252 students, fifteen, with 707 students, are schools teaching the first year's course only, and one is an Urdu Training School at Poona, with 54 students teaching up to the second year course. All the four Government Training institutions for Women are colleges, teaching the

full three years' course. There are 404 pupils in these. Sixteen District Normal Classes with 110 pupils existed at the end of the last quinquennium. As the instruction given in the Normal Classes was of an inferior type they were abolished in 1918 and in their place were started Training Schools giving the same instruction as that given in Training Colleges in the first year. During the quinquennium twenty-one Training Schools were opened including one for women at Hubli. Six of these have since been closed, to restrict the output of trained teachers.

The qualification required for admission to a training institution for males is the Vernacular Final Examination. As a rule, selection is made from men who have done probation as teachers in schools. But a certain number of fresh youths who have scored high marks in the Vernacular Final Examination are also selected. The entrance examination held by the Training College authorities for the admission of candidates has been discontinued, selection being made by the Educational Inspectors on the recommendations of the Deputy Inspectors. In this way the claims of all communities are safeguarded.

Courses

257. The course, as well as the general conditions of training, was considered at a Conference held in 1919. The main result of the Conference was the simplification of the curriculum, increased attention being paid to practical training. Persian and Sanskrit as well as Algebra and higher Geometry, subjects which formerly claimed a large proportion of the time of the students but which are not taught in the primary schools, were eliminated, while increased importance was given to Hygiene and First Aid, Nature-study and School Gardening, Clay Modelling, Sloyd, and Physical Training.

One result of this simplification has been to facilitate the admission of members of the Backward Classes, who had hitherto found a difficulty in grappling with the course. Large concessions are given to members of backward communities and the opening of district training classes has worked in their favour.

Staff

258. It has long been felt that the practice of recruiting the teaching staff of primary training institutions from the staff of secondary schools was faulty, as such men have as a rule little or no experience of primary schools, and especially of village schools, and are ignorant of their needs and conditions. In future the training institutions are to be staffed as far as possible by men who have served in the Inspecting line and who thus have a practical knowledge of the schools.

Stipends

259. Teachers deputed to training institutions on behalf of District Local Boards now receive a stipend of Rs. 15 from Provincial or Educational Local Funds; in 1916-17 the amount was from Rs. 8 to Rs. 10. Stipendiary students are required to serve for at least as long a period as they have received stipends for. Failure to comply with this condition entails a refund of the stipends received. The average cost per student is Rs. 297-7-5.

Hostels

260. Every training institution has a hostel attached to it, and the majority of the students reside in the hostels, special permission being required to reside outside.

Co-ordination of Work

261. I quote the following from my Annual Report for 1920-21 :—

"To co-ordinate the work in the training schools, a conference of Head Masters and Assistant Masters of training schools in the N. D. and Sind was held in July, 1920. It is reported that the conference did useful work. A full report of the proceedings was published by the Director of Information and distributed to all educational institutions in the Presidency. As a result, the Head Master of the Jalgaon training school arranged a small exhibition of the work of his school in Drawing, Clay Modelling, School Gardening, Paper Sloyd, Map making, etc., and invited 250 teachers of the Local Board schools in the district. To encourage students in their work gold medals of the value of Rs. 25 were offered by the Inspector of Training Schools as prizes to students from training schools who stood first in the consolidated list of successful candidates."

Inspection

262. The Divisional Training Colleges are administered by the Divisional Inspectors and the Training Schools by the Inspector of Training Schools. The post of the Inspector of Training Schools was abolished from 1st March, 1922, and the schools were transferred to the control of the Divisional Inspectors. The schools and the colleges have a common annual examination, conducted by a committee appointed by the Divisional Inspectors, who themselves take part in the Practical examination, on which, as already reported, great emphasis is laid.

Output of Trained Teachers

263. For financial reasons it has been necessary to restrict the output of trained teachers. The general principle now observed is to take up students in the third, second, and first year classes in the ratio of 15 : 30 : 55, depending upon the accommodation available in training institutions, the number admitted to first year classes for each district being limited to 10 per cent of the untrained teachers in that district. The following table shows the number of successful students who passed out of the training institutions for men and women in the different Divisions of the Presidency in the year 1921-22.

Training Colleges for Men.

	Holders of the Certificate.			
	1st year.	2nd year.	3rd year.	Total.
Bombay Division	116	..	..	116
Central "	284	188	103	575
Northern "	246	101	81	428
Southern "	248	147	200	595
Sind "	183	88	82	353
Total ..	1,077	524	466	2,067

Training Colleges for Women.

	Holders of the Certificate.			
	1st year.	2nd year.	3rd year.	Total.
Bombay Division	..	..	..	..
Central "	27	18	38	83
Northern "	29	30	34	93
Southern "	8	2	29	39
Sind "	1	1	5	7
Total ..	65	51	106	222

Expenditure

264. The following table compares the expenditure on Training Institutions in 1916-17 and 1921-22 :—

	1916-17.					1921-22.				
	Provincial Revenues.	Boards funds.	Fees.	Other sources.	Total.	Provincial Revenues.	Boards funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Masters ..	1,83,794	51,114	102	7,254	2,42,264	5,71,179	75,829	..	21,445	6,68,244
For Mistresses ..	89,600	13,336	561	33,234	1,36,731	1,69,601	25,964	1,881	47,825	2,45,211
Total ..	2,73,394	64,450	663	40,488	3,78,995	7,40,780	1,01,524	1,881	69,270	9,13,455

It will be observed that the total expenditure has risen by 141 per cent, that on institutions for men by 175·7 per cent and that on institutions for women by 79·3 per cent.

III.—Special Forms of Training

Training of Inspecting Staff

265. Junior members of the Inspecting Staff who have not had the benefit of previous training are sometimes sent to the Training Colleges for a month or so to observe the methods employed. In Sind 13 Inspecting officers were sent to the Training College for training in Nature Study.

CHAPTER XI

EDUCATION OF GIRLS

I.—General

266. Miss Fielding, Lady Superintendent of the Poona High School for Indian Girls, Poona, reports :—

"With the progress of education the limit of age for marriage has increased, especially among girls belonging to the high caste Hindus. In consequence the percentage of unmarried girls attending school is higher than it was in 1917-18. Then too marriage, in many cases, does not mean withdrawal from school. Husbands see the wisdom of allowing their wives to complete their school course. There is, however, a marked falling off in the numbers in standards V and VI, proving that parents do not consider the present school curriculum suitable for their daughters who are not going in for a College course. It is very necessary therefore that the course of study laid down for girls should be revised along lines that will be more beneficial to them in their after life. It is interesting to note that out of 450 girls in this school only 31 are married or widows."

The Educational Inspector, B. D., reports :—

"The old prejudices against female education are dying out and even social barriers of age and early marriage are being relaxed to enable girls to receive primary and secondary education. Now more grown-up girls are found at school than five years ago. The girls who had completed the 3rd standard course in the Anglo-Vernacular girls' schools at Thana and Nasik had been very earnest in urging the opening of the 4th standard class for them to enable them to continue their study further.

"Grown-up girls were found competing with boys in the higher standards of Government High Schools at Thana, Nasik, and Ratnagiri. Girls are coming forward to receive training in Training institutions to take up teaching as their profession. In Bombay, where there are special facilities for the education of women and grown-up girls in special institutions like the Seva Sadan, Vanita Vishram, Mrs. Nikambe's Married Women's Home, etc., many girls of advanced age and widows undergo training for the teachers' profession."

In Sind, where purdah exists to a much greater degree, the Inspector writes that

"Girls' education is confined almost entirely to the children of the educated classes. Conservatism, custom, religion, and circumstance all oppose it at various places and times. These are not insuperable obstacles but will require much patient effort to overcome."

The Educational Inspector, N. D., reports :—

"In cities like Ahmedabad, Surat, and Nadiad people kept their girls at school for a longer period. In rural areas the marriageable age is 11 or 12 and girls are generally withdrawn from schools after marriage. The marriage age limit has been much raised among Nagars, Kshatriyas, and Kayasthas, and their girls study in schools for longer time and thus get education which they find useful in after life. On the whole, however, there is yet no desire to send grown-up girls to schools, except in big cities."

Mention must be made of the fact that as the result of a resolution passed by the Legislative Council in 1921 the franchise for the Council has been thrown open to women.

267. There are three Inspectresses of girls' schools, one for Bombay and the Northern Division, one for Sind, and the third at present for the Southern Division, but about to be transferred to the Central Division and the Marathi-speaking districts generally. These three ladies are in the Indian Educational Service. There is also an Inspectress of Urdu girls' schools in the Central Division. The Inspectresses have no administrative duties; they inspect secondary girls' schools and a certain number of primary schools, and generally advise on all matters connected with the education of girls. They conduct the annual examinations of the Training Colleges for Women. The administration of District Local Board primary girls' schools in each Division rests with the Educational Inspector, and of secondary girls' schools with the Director of Public Instruction. *Inspection.*

Miss Corkery, Inspectress of Girls' Schools, Bombay and Northern Division, retired after a long and useful service of 36 years in this Presidency. She did much valuable work for the organisation, development, and extension of girls' education.

II.—Figures of Institutions and Pupils

268. The total number of institutions for girls, public and private, for Europeans and Indians increased during the quinquennium from 1,301 to 1,725. Among *Institutions for Girls.*

these, public institutions rose from 1,216 to 1,581, and private institutions from 85 to 144. The girls under instruction increased from 144,621 to 187,265, or by 29·5 per cent. Of these, 175,079 are in public and 12,186 in private institutions. 119,165 are in girls' schools and 68,100 in boys' schools.

Attendance

269. Attendance in girls' schools has improved. It is now 72·1 per cent of the number on the rolls against 76·4 per cent in the case of boys. Similar percentages in 1916-17 were 69·0 and 75·0 respectively.

Pupils of different Communities

270. The proportion of girls of different communities at school or college is as follows:—

	Total number under instruction.	Percentage to female population.	Percentage of increase.
Europeans and Anglo-Indians	2,519	17·6	3·0
Indian Christians	10,781	10·8	43·2
Hindus — Brahmins	30,133	9·5	29·9
Hindus — Non-Brahmins	95,653	1·4	
Mahomedans	40,954	2·5	32·3
Parsis	6,102	15·2	5·2
Others	1,120	1·6	—1·4
Total ..	187,265	2·04	27·4

III.—Expenditure

Expenditure

271. It is impossible to make any accurate estimate of the full amount spent on the education of girls, because 36·4 per cent of them are enrolled in boys' schools, and the cost of scholarships, inspection, etc., cannot be separated. The expenditure on institutions specially designed for girls has risen from Rs. 18,37,034 to Rs. 39,38,816, *i.e.*, by 114·4 per cent. The amount so spent constitutes 15·8 per cent of the total direct expenditure on institutions.

By institutions the expenditure is distributed as under:—

School Education General.		School Education Special.		Total.
Secondary schools.	Primary schools.	Training schools.	Other special schools.	
Rs.	Rs.	Rs.	Rs.	Rs.
11,51,930	24,21,466	2,70,560	94,860	39,38,816

The following comparative table shows the expenditure on school education general and the sources from which it is met:—

		Provincial.		Local Funds.		Fees.	
		1916-1917	1921-1922	1916-1917	1921-1922	1916-1917	1921-1922
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Schools for Indians ..	Secondary schools ..	1,09,947	2,72,869	2,344	3,616	1,12,029	1,98,255
	Primary schools ..	2,82,857	10,68,552	4,32,250	9,18,982	41,507	60,140
	Total	3,86,604	13,41,411	4,35,594	9,22,552	1,53,536	2,58,155
	Percentage to total expenditure	29·2	41·8	31·8	29·4	11·5	8·5
Schools for Europeans and Anglo-Indians	Secondary schools ..	86,941	1,61,617	500	570	96,289	1,66,772
	Percentage to total expenditure	32·5	36·3	0·01	0·01	36·2	37·5
	Grand total ..	4,73,745	15,03,028	4,36,094	9,23,122	2,50,365	4,25,167

		Endowments.		Subscriptions and other sources.		Total.	
		1916-1917	1921-1922	1916-1917	1921-1922	1916-1917	1921-1922
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Schools for Indians	Secondary schools	22,495	71,963	1,38,452	1,60,650	3,59,267	7,07,437
	Primary schools	46,559	82,348	1,72,175	2,91,484	9,76,246	24,21,466
	Total	79,054	1,54,311	3,10,627	4,52,224	13,35,513	31,28,903
	Percentage to total expenditure	5·7	4·9	22·7	14·4	....	....
Schools for Europeans and Anglo-Indians	Secondary schools	7,791	9,441	78,068	1,04,093	2,67,149	4,44,493
	Percentage to total expenditure	2·9	2·4	28·9	23·8	....	....
Grand total		86,845	1,63,752	3,83,715	5,56,317	16,32,764	35,73,396

It will be seen that expenditure on Indian schools has increased in the quinquennium by 129·1 per cent and the Government grant by 220·9 per cent and that Government now meets 42·8 per cent of the total expenditure, against 28·3 per cent of it in 1916-17.

Imperial Grants

272. Rs. 75,000 were reserved for girls' education from the recurring Durbar grant of Rs. 6,70,000, and Rs. 75,000 from the recurring Imperial grant of Rs. 5,93,000. Imperial recurring grants aggregating Rs. 6 lakhs were made during the first four years of the quinquennium for this purpose; the total expenditure from these grants amounted to Rs. 5,65,317 during the period. These grants have been merged in the Provincial revenues with effect from 1921-22.

Fees

The average annual fee in the different classes of girls' schools, excluding European schools, is shown in the following statement :—

	Under public management.			Under private management.						Total.		
				Aided.			Unaided.					
	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.
	*	Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
Secondary schools.	824	7,032	8·5	6,861	1,81,153	26·5	447	10,070	22.5	7,632	1,98,255	25·9
Primary schools ..	77,466	14,212	0·2	23,903	41,572	1·6	1,828	4,556	2·4	105,197	60,140	0·6

No fees are charged in Government or District Local Board Primary Schools for Girls.

Average Cost of a Pupil

273. The average annual cost of education of a boy and a girl is compared below :—

	Indian schools.		European schools.	
	Boys.	Girls.	Boys.	Girls.
	Rs.	Rs.	Rs.	Rs.
High School	68·3	96·4	219	166
Middle School	52·4	84·5	216	155
Primary School	18·4	23·01	..	..
Training School	293·4	292·6	..	618·2

The reason for the higher average cost in the case of schools for Indian girls is the comparatively small number of pupils in each class of the latter. The reason for the reverse being the rule in schools for Europeans is that in European schools the women teachers are paid less than the men, the opposite being the case in schools for Indians.

IV.—General Developments

Collegiate Education

274. There is no recognised college for women. But there are 258 women studying in colleges for men, against 177 in 1916-17. Of these, 179 are in Arts colleges and 79 in Professional colleges.

University Examinations

275. The successful women candidates at the University examinations in 1921-22 were as follows :—

M. A.	1
B. A. (Honours)	8
B. A. (Pass)	7
Inter Arts	18
Inter Science	1
Total ..	35

Some of the women students have achieved high distinctions at the University examinations. For instance Miss Robinson and Miss Tata obtained First Class B.A. honours in Literature and History in 1919, and Miss Benjamin passed the M.A. examination in 1919 and was granted the Government of India scholarship in 1920. In this connection Mr. A. L. Covernton remarks :—

"As I reported last year, women students year by year display an increasing freedom from the excessive shyness that has hitherto characterised them and a greater readiness to converse on equal terms with their tutors and fellow students and to take part in public or semipublic functions. As I have shown above, a few of them have proved themselves intellectually the equals of and even superior to the male students. But there are still a considerable proportion who show little interest in things intellectual and little disposition to devote time and trouble to study outside the prescribed courses and text-books. During the last two or three years it has been more difficult to get them to keep alive literary or debating societies designed specially for them though they attend students' meetings. Some of them have displayed considerable interest in political and social controversies : some of them appear to be distracted from their studies by domestic duties."

The Women's University

276. The Shrimati N. D. Thackersey College for Women conducted by the Shrimati N. D. Thackersey Indian Women University, Poona, has not yet formally applied for recognition by Government. It contains 30 women studying in the different years of the college course. Instruction throughout is in the vernacular. The object in view is to secure that graduates of the institution shall, in addition to proficiency in English, the vernacular, and a voluntary subject, possess a general knowledge of History and Administration, Indian as well as English, Sociology, Biology, Physiology, Psychology, Hygiene, both higher and personal, and Child Study. For admission to the college courses candidates are required to pass the entrance examination in English, Vernacular, History, Domestic Economy, Hygiene, and two optional subjects. All of these subjects except English are prescribed for the Vernacular Final Examination, conducted by the University of the institution, and a girl who has passed this examination has only to satisfy the examiners in English for admission to the college course. The standard of the entrance examination is somewhat lower than that of the School-Leaving Examination for the purpose of Matriculation held by the Joint Examination Board. The college course consists of three years and may roughly be said to reach the standard of the Intermediate Examination in some of the subjects. The only classical language taught is Sanskrit. The compartment system of examinations is followed. Comparative Religion is one of the optional subjects for the Degree examination. The number of graduates in Arts turned out in 1921-22 was eight. Since the foundation of the College in 1915 it has turned out in all 15 graduates. A normal school known as the "Adhya Pika Shala" is recognised by this University. Candidates who have completed the vernacular 5th Standard are admitted to this school and undergo a course of training for three years in the theory and practice of education and in the usual school subjects. The Registrar of this University writes that—

"Professor Karve, the organiser of the University, works single-handed for collecting funds and popularising the idea of the University, the main underlying principle of which from its very inception has been to maintain independence in points of framing the courses of study and holding examinations. The promoters of the movement do fully realise the importance of Government recognition, but they are not ready to seek it at the sacrifice of their independence in the points referred to above."

277. The following table shows the number of secondary schools for girls and the girls attending them (including also those attending boys' schools) :— *Secondary Education.*

	Schools.		Pupils.	
	1916-17.	1921-22.	1916-17.	1921-22.
For Indians	58	64	6,667 (840 in boys' schools).	8,864 (1,415 in boys' schools).
For Europeans	19	23	2,370 (495 in boys' schools).	2,529 (301 in boys' schools).
Total ..	77	87	9,037 (1,335 in boys' schools).	11,393 (1,716 in boys' schools).

The total number of institutions has increased by 10 and the number of pupils by 2,356, or by 26·0 per cent. Schools for Indian girls have increased by 6 and the pupils by 2,197 or by 32·9 per cent.

The number of successful candidates in the School-Leaving Examination increased from 66 to 128. The High School for Indian Girls, Poona, specially distinguished itself in this examination, 12 girls passing out of 17 sent up in 1921, and 28 out of 28 in 1922. Miss S. Panandikar won the first Jagannath Shankar Shet Scholarship and the Dalvi Scholarship and obtained the Chatfield and Ellis Prizes; another pupil, Miss Kusum Jaywant won the N. J. Vaidya Scholarship. The Inspector reports :—

"There is more genuine teaching in this school than in any I have yet seen. This was clear from the specimens of English translation done for me by Standard VII. Not only was the hand-writing admirable but also the result in a large number of cases was English, and not disguised Marathi."

I can endorse these remarks from my own experience. Another institution deserving of mention is the Ahmedabad High School for Girls, which passed 5 out of 7 sent up for the Matriculation Examination in 1921.

Among the recognised institutions may be mentioned the 'Mahila Vidyalaya', Surat, which teaches English in Vernacular Standards IV, V, and VI and has a separate branch for standards IV to VII. It is affiliated to the Women's University, Poona, described above, and follows a course prescribed by that University.

The following table gives the number of secondary institutions by management, including European schools :—

	Government.	Board.	Aided.	Unaided.	Total.
1916-17	2	2	67	6	77
1921-22	7	..	73	7	87

Of the 7 Government Schools, two are High Schools at Poona and Ahmedabad, with 645 pupils. The Poona High School for Indian Girls is classed as a Government institution. It is managed by the Maharashtra Girls' Education Society, though Government contribute almost the whole of the funds. The remaining five are Anglo-Vernacular Schools opened during the quinquennium at Thana, Nasik, Ahmednagar, Dharwar, and Bijapur, the number of pupils in them being 238. The demand for secondary education for girls is growing apace. This is evident from the increase in the number of girls under instruction and from the fact that 1,415 girls are learning in boys' schools, against 840 in the preceding quinquennium. Of the 11,393 pupils, 2,438 are Europeans, 3,269 Indian Christians, 2,570 Hindus (899 Brahmins, and 1,671 Non-Brahmins), 142 Mahomedans, 2,528 Parsis, 3 Budhists, and 443 others.

278. On the general working of the schools Miss Corkery, Inspectress, Bombay and N. D., reports that

"The progress made during the quinquennium has been steady, and in the majority of schools in the right direction. The general standard of efficiency in English has been well maintained; the direct method (with variations) is used in 90 per cent of the schools and is popular. The Head Mistress of one of the largest Hindu Girls' Schools told me that the girls from Standards I—IV invariably complained to her if the teachers spoke Marathi to them during the English period; it is, I think, a distinct gain when the pupils have come to realise that they are studying a living language. I attribute the improvement in the standard of English to the fact that oral composition is emphasised; in the lower classes the writing of lengthy compositions is discouraged. The standard of the vernacular is equally well maintained in those schools attended by Hindus and Indian Christians. The fact that geography is no longer an examination subject for the Matriculation Examination, has, I consider, made the study of the subject more perfunctory. Geography taught on modern lines requires a specialist, and, as none are available in India, the Inspecting Officer cannot quarrel with the untrained teacher for the methods adopted. Mathematics is a subject greatly dreaded in Girls' Schools; many of its terrors would vanish if common sense methods were adopted in the primary stage and a sounder foundation laid. The Mission Schools, St. Columba (U. F. C.) and Emmanuel (C. M. S.) entrust these subjects to British women graduates conversant with modern methods and the results are a success. Needlework has received an impetus from the course of lectures organised by Government for teachers. Unfortunately several of those who received this valuable training have married and left, but the traditions are being carried on by their successors with the help of the Lady Superintendent. Cutting out simple garments for women and children is now a special feature of the course. I regret to say the ubiquitous *Darzi* has not yet been banished from every school, but he is slowly being replaced by women teachers. The chief drawback in employing a *Darzi* is that he is afraid if he teaches the pupils too much his services will be dispensed with, so he does as much as possible himself, with the result that cutting out a garment remains an unsolved mystery to the pupil. Drawing is taught in almost all instances by professionally trained teachers. A special effort has been made in some schools to correlate this subject with Embroidery, and pupils are encouraged to make or adapt designs for their own purposes. Nature Study is not as popular as one would desire, but the fault does not lie with the schools. The unfortunate Manager tries to find a small spare space where even a few boxes of seedlings can be placed for observation. But too often without success. In the Fort and Girgaon, where every corner has a golden value, it is impossible to blame the school authorities for their neglect of the subject; but there are some institutions with compounds where a successful beginning might be made. The overburdened curriculum is adduced as a reason for the neglect of the interesting study. Physical Training finds a place in every Girls' School. Some are fortunate in having on the staff teachers who have been through a course organized by Government. Eleven teachers are at present under instruction. The Girls' Athletic Association affords the schools opportunities of meeting each other in friendly rivalry at different sports, swimming, tennis, badminton, etc. Six of the local Indian girls' high schools belong to the Association. One Indian School, *viz.*, the Emmanuel Girls' High School, has joined the Girl Guides. St. Columba Girls' High School has a modified form of the Girl Guide System called 'the order of St. Columba'. Some girls who are willing to follow the boys' curriculum in its entirety are desirous of substituting Domestic Economy for Mathematics and it has been proposed to start special courses for them, but, owing to financial stringency, the proposed scheme has been disallowed by Government. The schools themselves are not in a position to finance it; they must therefore wait for brighter days."

Primary Education.

279. The number of primary schools for girls rose from 1,110 to 1,452 and of the pupils in them from 82,264 to 105,405 (101,009 girls and 4,396 boys). Excluding the number of boys in girls' schools, and including the number of girls in boys' schools, the total number of girls comes to 161,085 against 124,324 in 1916-17, or an increase of 29·6 per cent. The following table shows the distribution of girls' primary schools and of the girls attending them, by management:—

	Schools.		Pupils.	
	1916-17	1921-22	1916-17	1921-22
Government	7	9	729	1,145
District Local Board	468	603	24,824	33,309
Municipal	322	402	33,657	42,649
Aided	293	423	21,776	26,371
Unaided	20	15	1,278	1,931
Total ..	1,110	1,452	82,264	105,405

It will be seen that the number of girls has increased in every kind of institution. But for the financial stringency more schools would have been opened by the local bodies.

Of the total number of girls in primary schools, 1 is a European, 6,734 Indian Christians, 116,976 Hindus (27,796 Brahmins, 89,180 non-Brahmins), 33,403 Mahomedans, 3,366 Parsis, and 605 "others".

Professional Education

280. It has already been stated that there are 79 women students studying in Professional Colleges. Of these, 74 are in the Grant Medical College, Bombay, 2 in the Sydenham College of Commerce, Bombay, and 3 in the Secondary Training College, Bombay. Besides these there are a number of girls studying in various Professional schools. Thus there are 932 girls in 20 Training institutions, 4 in the Midwifery school at Hyderabad (Sind), 36 and 12 in the Medical schools at Poona and Ahmedabad, 25 in Commercial schools in Bombay, and 464 in other Special schools. Sind sent three students to the Lady Hardinge Medical College, Delhi.

Industrial and other Vocational Schools

281. Apart from the instruction in needle-work and similar subjects ordinarily given in the schools, there are 9 special institutions for the industrial and vocational training of girls, with 371 pupils. Of these, 6, with 143 pupils, are in Sind, and the rest, with 228 pupils, in the Presidency proper. The most important of these institutions are the work-room classes of the Seva Sadan with 163 pupils. This institution, which is distinguished by the variety of its activities, requires special notice. It has Vernacular and English classes, work-room classes, music classes, a college for the training of primary teachers, First Aid and home nursing classes, and classes for the training of nurses and midwives, with hostels attached to them. It has 1,003 women and girls in its Poona branch in the various departments, of whom 190 women live in the four hostels attached to the institution. The aim of the institution, which has branches in Bombay and Satara, is to foster among women ideas of social usefulness and national service suited to the requirements of the country. The magnificent work which this institution is doing under the auspices of Mr. G. K. Devdhar is well-known.

Teaching of Adults

282. A three years' course of instruction in needle work for sewing teachers has been started in Sind, a certain salary being guaranteed on the completion of the course.

The Inspectress of Girls' Schools reports :—

"There are now 5 Grant-in-aid Industrial Institutions for women as against 3 in the last quinquennium. A sixth has recently applied for registration in Karachi. Their purpose is to provide widows and deserted wives with an occupation, and two at any rate have definite schemes for developing into widows' homes. They of course expect substantial help from the Government. In all these institutions the women receive stipends varying with their skill, but never less than Rs. 8 per mensem, and more often than not Rs. 10. The Mission Institutions at Sukkur and Karachi continue to do excellent work. They are run on thoroughly sound and business-like lines, they cater for an European market and are able to meet their running expenses with the proceeds of the sale of their needle-work and the Government grant. The other institutions, while doing good work, do not appear to have found their market yet and realize comparatively little from the sale of their work. Their running expenses are also heavier and they lack efficient and enterprising instructresses. The men who are running these institutions deserve the greatest credit, as theirs is a delicate task and one calling for tact and enterprise.

"There is another very interesting institution in Hyderabad, which I have visited by request. It is not registered and is managed almost entirely by the women themselves. They combine with their industrial work a great deal of social work. During the Influenza and Plague epidemics, the head of the institution, herself a widow, has gone out nursing and tending her sisters in trouble. The widows of the institution are constantly going out on errands of mercy and charity.

"By their own efforts these widows have collected a sum of nearly half a lakh for the purpose of building a suitable house for their accommodation.

"The enterprising Head Mistress of the Desh Hitkarnie Girls' School at Shikarpur, which non-co-operated last year, has also recently started a widows' class, which I was invited to see. Here she trains her own teachers and teaches spinning and weaving to those who wish to learn."

283. Mention must also be made of the Women's Association at Nasik, the Mahila Samaj at Jalgaon, the Vanita Vishram, Bombay, the Bhagini Samaj at Alibag, Mrs. Nikambe's class for married ladies (now thrown open to all), the Sanjani

Sangit Varga, the Embroidery Class, Manmad, the Parsi Domestic Arts Schools, the Zenana Mission Classes at Nasik, Karachi, and Sukkur, and certain other institutions which provide facilities for the instruction of women in Sewing, Knitting, First Aid, Hygiene, Domestic Economy, Cookery, English, Vernacular, Music, etc.

Co-education

284. It has already been stated that 68,100 girls read in boys' schools.

Curricula

285. At present almost all the secondary schools follow the Departmental curriculum, based on the syllabus of the University School-Leaving Examination. This examination provides for Domestic Science for girl candidates, but this subject qualifies for Government purposes only and is not recognised by the University for the purposes of Matriculation. Every encouragement is given to schools to adopt alternative curricula, but most schools, following the demands of the parents, prefer the beaten track which leads to the University Examination, and continue to force their girls through Algebra, Science, and Sanskrit and Persian, neglecting Domestic Science and other subjects which are generally recognised as more suitable for the generality of girls. On this point the Educational Inspector, C. D., remarks—

"Professor Karve's Indian Women's University and the Secondary Schools that prepare for the Colleges affiliated to the University are tackling the problem of introducing a course of studies for girls more suitable to Indian conditions, and the experiment is likely to be of great educational value."

Miss Fielding suggests that—

"Since Science is not a compulsory subject for the School-Leaving Examination and a school certificate is accepted by the University Board a change should be made in the curriculum. Girls who have no intention of taking a science degree should be given a course of domestic science, hygiene, home nursing, care of infants, nature study, etc., which will train them to play their part as the future mothers of India. Under the existing curriculum girls take little or no interest in the subject."

There are, however, a few schools in which regular instruction is given in this subject. Miss Corkery, Inspectress, Bombay and N. D., reports that—

"Two of the Middle Schools, Parsi Girls' Schools Association, Anglo-Vernacular Girls' Schools at Princess Street and Fort, have Domestic Arts Classes attached to their Institutions. The course covers Drafting and Sewing men's, women's and children's garments, Art Embroidery and Designing, Cookery, Laundry, Dyeing, and Photography. The classes are open to girls from any schools and also to ex-pupils. Married women avail themselves of the instruction and acknowledge their indebtedness to these useful classes. Several have told me that with the knowledge gained, housekeeping and the criticisms of mothers-in-law have lost their terrors. The Laundry Class attached to the Rattanbai F. Panday Girls' High School has been closed, as the rooms were required by the Trust for other purposes."

As reported in Chapter XIII, practically all the European Girls' Schools take Domestic Economy.

The Primary curriculum has been revised. In addition to the ordinary subjects, Domestic Economy, Needle-work, Nature-study, School-gardening, Drawing, and Hand-work are prescribed as optional subjects for girls. Geography and Hygiene are included under obligatory subjects. In Bombay the Municipality makes provision for the teaching of Singing, Sewing, and Spinning.

Finally, mention must be made of Music, which is a popular subject in all schools, both secondary and primary. In Chapter IX I have referred to the special classes held in Bombay. These were attended entirely by women teachers from girls' schools.

Physical Training and Supervision

286. In most of the schools drill is performed, but a systematic organisation of drill and other games is generally lacking, in some cases owing to the absence of a suitable playground. The Mission schools, Karachi, are reported to have systematically organised drill and infant games. A class for instructors in physical culture was started in Bombay under a lady brought out by the Young Women's Christian Association. The Inspector reports that—

"The class has resulted in stimulating a taste for physical culture among the teachers. Her training classes will be fruitful of good results in organising and systematising physical culture for girls and in having up a large number of women teachers who will go out and teach in Bombay Secondary Girls' Schools."

Miss Navalkar, Lady Superintendent of the Training College for Women, Poona, remarks that Physical culture is not taken up as enthusiastically as it ought to be—

"It is a subject" she observes, "foreign to Indian Women and it would not be needed at all if schools and colleges, which are equally new to India, had not been introduced. Girls are

deprived of the usual natural exercise they obtain at home in the performance of their domestic duties and something else has to take its place otherwise Education would be one-sided. Some of the Mission Institutions score in this matter. The Heads have more or less gone through some kind of physical training before coming out to India, and that stands them in good stead in the training of their students. The help of a touring Physical Instructress would obviate some of the difficulties experienced by Government and Aided Institutions."

Miss Twells, Inspectress of Girls Schools, Sind, observes:—

"The Girl Guides movement has met with very great success among the Parsis and there is also a company of Indian Christian girls organized by C. E. Z. Mission. The movement has not caught on among Sindhi schools, owing chiefly to the rigidity of the Purdah system, which would exclude them from taking part in Rallies."

287. Of the total number of teachers in girls' schools (4,650), 3,340 are women. The following table gives details:— *Teachers*

	Secondary schools.			Primary schools.			Special schools.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Trained	24	93	117	281	1,561	1,842	43	52	95
Untrained	162	136	298	767	1,414	2,181	33	84	117
Total ..	186	229	415	1,048	2,975	4,023	76	136	212

288. While in other countries a woman doing the same work as a man is usually paid less than a man, in the case of Indian women teachers the reverse holds good. A woman graduate in Government service starts in a secondary school on Rs. 100, whereas a man of the same qualifications starts on Rs. 70 only. A woman undergraduate starts on Rs. 55, while a man of the same qualifications starts on Rs. 45 only. This is in itself an obstacle to the employment of women teachers. The *scale* of pay for women graduates in secondary schools is Rs. 100—5—120—efficiency bar—5—140—10—200, with selection grades of Rs. 200—10—250 for 15 per cent of the cadre and *three* special posts of Rs. 250—10—300; that for undergraduates is Rs. 55—5—75—efficiency bar—5—150; with a proviso that specially qualified women may be promoted to the scales laid down for graduates to the extent of not more than 10 per cent of the women's cadre. In the primary schools the initial pay and subsequent increments for trained men and women are the same. The scale for the different classes of teachers are as under:— *Pay*

	Presidency.	Sind.
First year	Rs. 15—½—25—1—30	Rs. 20—½—30—1—35
Second year	" 20—½—25—1—40	" 25—½—30—1—45
Third year	" 25—1—40—2—60	" 30—1—50—2—60

Selection grades for 10 per cent of the cadre of each of Rs. 40, 55, and 75.

The minimum pay of each class was raised in 1921 to Rs. 30, 35, and 40. The minimum pay of untrained teachers was raised to Rs. 30 and 25 for qualified head masters and assistants and to Rs. 25 and 20 for unqualified head masters and assistants both in the Presidency and Sind.

No doubt the pay of women teachers will follow the ordinary law of supply and demand, and when there are a sufficient number of qualified women forthcoming for teachers' posts their pay may be expected to drop at least to that of men. It is interesting to remember that in Great Britain the boys' schools are largely staffed with women, for the reason that they can be employed on salaries lower than those demanded by men. The same, as observed above, is the case in schools for Europeans in this country. It is also a fact that in Europe women are commonly regarded as better adapted than men for the work of teaching small boys. It is interesting in this connection to mention that the Educational Inspector, S. D., proposed to train women teachers for the infant classes of boys' schools on the ground that they are more suitable for the work.

289. During recent years certain concessions have been made for women members of the inspecting staff and for women teachers. For a certificate of physical fitness women teachers are allowed to appear before a lady doctor or before an *Special Concessions*

Inspectress. Maternity leave on full pay is allowed to all women teachers. The children of women school teachers are allowed free education in Government and aided schools. Special scholarships have been instituted to encourage qualified women to go in for medical training. The daughters of midwives are given special scholarships to encourage them to study in schools.

Training of Teachers

290. There is no separate institution for training Indian women as teachers for secondary schools. They are admitted to the Secondary Training College for Men, in which three women are studying at present. There are 20 training institutions for the training of women teachers for primary schools, with 932 women under training in them.

Scholarships

291. Special scholarships are reserved for girls. In all, 3,384 scholarships are awarded to girls in primary schools, the value of each varying, it is reported, from half an anna to Rs. 4. In secondary schools 24 scholarships are awarded by Government ranging from Rs. 3 to 6 per mensem. No special scholarships are reserved for girls in Colleges. It may be mentioned that Miss K. M. Desai, a Maratha girl, won an open scholarship at the Elphinstone College in 1921-22. In Sind scholarships of from Rs. 5 to 7 are given in the lower primary classes to induce women to study with a view to joining the Training College. The amount is found inadequate to secure the end in view and it has been proposed to raise the value to Rs. 10.

CHAPTER XII

EDUCATION OF CHIEFS, NOBLES, AND OTHERS

Organisation

292. In this Presidency there is only one Chiefs' College, the Rajkumar College at Rajkot in Kathiawar. Its administration is in the hands of a Committee composed of certain Political officers and Chiefs, with the Governor of Bombay as President. Its ultimate control rests with the Foreign Department of the Government of India. The Principal and Vice-Principal are lent officers of the I.E.S. The College had 53 pupils, against 33 in 1916-17, drawn from various States, 44 being from the Kathiawar States and Talukas and the remainder from other Agencies in Gujarat. The college teaches a special curriculum providing a course of 7 years leading up to the Diploma examination of the college. A stray student occasionally prepares for the School-Leaving Examination of the Bombay University after passing the Diploma examination. It is interesting to note that about 70 per cent of the Kumars are sons of old boys, who are sending their sons at an increasingly early age and in increasing numbers. The total expenditure on the institution was Rs. 81,661, of which Rs. 54,400 was met from fees, Rs. 24,966 from Provincial Revenues, and Rs. 2,295 from subscriptions. The average annual cost of educating a pupil was Rs. 1,667.

Talukdari or Girassia schools

293. There are Talukdari schools at Wadhwan Camp and Sadra under the direct control of the Political Agents, Jhalawar and Mahikantha. They are for the sons of Talukdars and Girassias and are attended by 73 and 22 pupils respectively, that at Godhra having been closed for want of sufficient numbers. The hostel attached to the last school is, however, continued and the Kumars attend the Government High School, Godhra. There are also two hostels for the sons of Talukdars, one at Dhandhuka under the Collector, Ahmedabad, attended by 18 boarders, and the other at Nadiad under the supervision of the Collector, Kaira, attended by 7 boarders, who study in the local Government High School. The number of boarders in these hostels has steadily declined.

There are no special vernacular schools for Talukdars and Girassias. Their children attend the District Local Board and Municipal schools. The total number of children of these classes under instruction in primary schools in the Northern Division was 1,207 (891 boys and 316 girls), against 1,329 (1,054 boys and 275 girls) at the beginning of the quinquennium.

Many of the petty Talukdars and Girassias, who are generally apathetic towards education are, it is reported, awakening to the necessity of educating their children, though no perceptible progress was visible during the quinquennium.

CHAPTER XIII

EDUCATION OF EUROPEANS

I.—General

294. The education of Europeans forms a reserved subject. Special institutions are maintained for the education of children of European descent, pure or mixed, who retain European habits and modes of life. The schools are governed by the European School Code and follow a special curriculum. *Education of European Schools*

295. European schools are allowed as a rule to admit Indians up to 20 per cent of the scholars on the rolls, extended in a few cases to 33 per cent. It is reported that the European atmosphere of the schools has not been affected by these concessions, but that if it is to be preserved the admission of 33 per cent of non-Europeans should be regarded as an absolute maximum. *Admission of Indians*

296. Schools which exceed these limits are designated 'English-teaching'. These schools are governed by the ordinary Grant-in-aid Code. The medium of instruction throughout is nominally English, though in many cases, and especially in schools attended by Goans and by children of the so-called East-Indian community in the neighbourhood of Bombay, the vernaculars are largely used in the lower standards.

296. The majority of the schools are located in Bombay and its suburbs, in large towns such as Karachi and Poona, and in hill stations such as Panchgani and Mount Abu. It has long been recognised that, although European day schools are a necessity in Bombay, an attempt should be made to remove the European boarding schools in that city to a healthier and less enervating climate. During the quinquennium considerable progress has been made to carry out a scheme for the removal of the large boarding schools belonging to the Bombay Education Society to Deolali above the Ghats. The project is held up because the acquisition of a site for the new boarding schools at Deolali has not as yet been finally arranged with the Military Authorities. The whole scheme, involving the transfer of 500 boys and girls from the fever-stricken atmosphere of Byculla to the upland breezes of the plateau, is fraught with enormous advantages to the domiciled community. *Location and kinds of Schools and their Management*

297. No European or English-teaching school is managed or wholly financed by Government. There are in all 87 institutions, of which 82 are aided. Of these, 45 are managed by Roman Catholic Missions, 1 by the Society of St. John the Evangelist, 3 by the Zenana Bible and Medical Mission, 1 by the Methodist Episcopal Mission, 16 belong to the Church of England, 1 is a Jewish school, and the remainder, including 10 Railway schools, are undenominational. *Management*

298. During the past few years the advantage to be derived from a fusion of educational effort has received marked attention. The amalgamation of the Indo-British Institution with the Bombay Educational Society's schools was effected in February, 1921, and negotiations are far advanced between the authorities of the Cathedral schools, the Bombay Scottish Education Society, and the Bombay Education Society to bring about a fusion of effort. The religious difficulty has been solved by allowing each religious body freedom to give religious instruction to the pupils on Presbyterian or Anglican lines according to the parents' wishes. It is highly probable that in the near future the three societies will have become united into one association, pooling all assets and working under one staff—an arrangement highly beneficial educationally and economically. *Consolidation*

299. The age limit of boys has been extended from 16 to 17 (or in special cases 18), the age limit for girls remaining as before, *viz.* 18. *The European School Code*

300. There is a special inspecting agency for European schools, consisting of an Inspector, assisted by the Inspectresses of Girls' schools. In addition to his ordinary inspection work the Inspector conducts the Departmental Certificate Examinations, the Cambridge Local Examinations, the Kindergarten Examination, and the Secondary Teachers' Certificate Examination for European candidates. *Inspecting Agency*

II.—Figures of Institutions and Pupils

Figures of Schools and Pupils

301. The following table shows the present position of European and English-teaching schools as compared with that of 1916-17 :—

	Number of schools.		Number of pupils.		Number of Europeans.		Number of non-Europeans.	
	1916-17	1921-22	1916-17	1921-22	1916-17	1921-22	1916-17	1921-22
European ..	47	45	4,492	4,700	3,923	3,945	569	755
English-teaching.	38	42	8,090	9,863	930	691	7,154	9,172
Total ..	85	87	12,582	14,563	4,859	4,636	7,723	9,927

The total number of European and Anglo-Indians in this Presidency is 42,354 according to the census of 1921. The total number of European pupils in European and English-teaching schools amounts to 4,636, which gives 10·9 as the percentage under instruction. The percentage is somewhat misleading as the census figures include British troops, officials, business men, etc., whose children do not normally attend European schools in this country. The Inspector is of opinion that practically all European children in the Presidency attend school. Of the pupils in English-teaching schools about 65 per cent are Goans or East-Indians. Goans and East-Indians also attend Anglo-Vernacular and other schools and the Inspector thinks that the number of children belonging to these classes not attending school is extremely small.

III.—Expenditure

Expenditure

302. The total expenditure direct and indirect on European schools rose from Rs. 11,16,413 in 1916-17 to Rs. 14,16,522 in 1921-22. Of this sum, direct expenditure accounts for Rs. 9,02,832 against Rs. 6,21,733 in 1916-17. Of the total sum of Rs. 5,13,690 under indirect expenditure Rs. 4,51,571 represents expenditure on hostels or boarding houses, a little more than half of which is met from fees.

The expenditure is met as follows :—

	Rs.		Rs.
Provincial Revenues ..	4,62,397	Fees ..	5,74,021
Municipal Funds ..	1,070	Endowments ..	70,181
Total Public Funds ..	4,63,467	Subscriptions etc. ..	3,08,853
		Total, Private Funds ..	9,53,055

The increased revenue from fees to the extent of Rs. 2,85,768, and from Government grants to the extent of Rs. 1,08,250, enabled the school authorities to meet to some extent the heavy expenditure caused by the rapid rise in the cost of living during the quinquennium. The Municipalities of Karachi and Kotri (Sind) were the only ones which recognised, to however slight an extent, their duty of aiding European schools.

The total expenditure on English-teaching schools rose from Rs. 5,05,164 to Rs. 8,51,804, the direct expenditure from Rs. 4,17,712 to Rs. 6,71,434. The expenditure is met as follows :—

	Rs.		Rs.
Provincial Funds ..	2,27,352	Fees ..	3,65,516
		Endowments ..	28,570
Municipal Funds ..	1,325	Subscriptions ..	2,29,041
Total, Public Funds ..	2,28,677	Total, Private Funds ..	6,23,127

There has been a marked increase in direct and indirect expenditure, which has been met mostly from increased fees to the extent of Rs. 1,54,429, from Government grants to the extent of Rs. 92,474, and from endowments and subscriptions to the extent of Rs. 1,00,008.

Fees and Average Cost of a Pupil

303. The average annual cost of a pupil in a European school rose from Rs. 141·5 in 1916-17 to Rs. 186·5, of which 64·5 per cent was derived from private funds

against 65·4 per cent in 1916-17. Similar figures for a pupil in an English-teaching school are Rs. 57·05 and Rs. 69·1 (average annual cost in 1916-17 and 1921-22) and 24·4 and 25·4 (percentages from private funds). The average annual tuition fee in a European school rose from Rs. 44 in 1916-17 to Rs. 64·08 in 1921-22, while that in an English-teaching school rose from Rs. 24 to Rs. 35 in the same period.

War Grants

304. On the termination of the war Government decided to award grants for the education of the children of European and Anglo-Indian soldiers (combatant or non-combatant) who had died or were incapacitated whilst on active service. Similarly, grants were sanctioned for Goan and East-Indian children and those eligible for admission to English-teaching schools. In addition to these grants the Director is authorised to sanction extra scholarships of not more than Rs. 40 per mensem for 4 years for European and Anglo-Indian scholars in a college affiliated to the University of Bombay, and of not more than Rs. 25 per mensem for Goans and East Indians.

IV.—General Developments

Collegiate Education

305. There were 46 Europeans studying in colleges. No separate colleges are maintained for Europeans.

School Education

European Schools

306. There are 7 Primary, 9 Middle, and 24 High Schools for European and Anglo-Indian children in the Presidency. A Primary school comprises an Infant class and standards I-IV, a Middle School teaches up to standard VII, whilst a High School teaches up to standard IX. No attempt has been made to establish collegiate schools, such as were recommended by the Simla Conference of 1912, and the course of studies during the past quinquennium has undergone no violent changes. The new syllabus for girls' schools, drafted during the preceding quinquennium and based largely on the ideas of the Simla Conference on the Education of Girls, has not yet been introduced, as the syllabus was designed on the assumption that the Cambridge Local Examinations would supersede the Departmental Examinations, which however still continue. The introduction, however, of more practical elements into the curriculum of existing secondary schools has not been lost sight of. The Convent Schools at Panchgani, Bandra, Poona, Karachi, the Bombay Education Society's Girls' Schools, St. Mary's High School, Poona, the Queen Mary High School, Bombay, and the Girls' High School, Panchgani, have all made provision for instruction in Domestic Economy, including Cooking, Dressmaking, etc., and in the case of the last two schools fully trained Domestic Economy mistresses have been brought out from England.

The majority of the High Schools for boys possess Science laboratories, and candidates taking Elementary Science in the High School examination are now required to pass a practical examination as well as a written test.

Needlework is taught in all girls' schools and this subject has also been introduced into the syllabus for the High School examination.

The Bombay Education Society's Boys' High School has recently opened a telegraph class. A specially equipped room has been set apart for this class and a qualified instructor has been provided by the Post Master General. Ordinary school subjects, chiefly English, Mathematics, Geography, and Elementary Science are taught along with special instruction in telegraphy and the boys are expected to reach a standard in school subjects equivalent to that of the Senior Cambridge Local Examination.

The Y. W. C. A., Bombay, maintains an excellent commercial school, in which girls from various European schools in Bombay go through a course in Shorthand, Typewriting, and Book-keeping. Examinations are held at the end of the year and the girls readily find employment in various business houses.

The Y. M. C. A. maintains a technical class for apprentices in railway workshops, etc.

Special attention has been devoted to physical training in girls' schools. The Y. W. C. A., Bombay, took a leading part during the quinquennium in organising courses for the training of drill mistresses. The courses have on the whole been well attended, and, in the case of Bombay Schools especially, a very noticeable improvement in the standard of physical drill is observable.

English-teaching Schools

307. English-teaching schools also are classified as Primary, Middle, and High. A Primary school includes an Infant class and standards I-IV, a Middle school

teaches up to standard VI, and a High school up to standard VIII. Of the comparatively small proportion of the boys who complete the course in these schools the majority appear for the School-Leaving Examination, but girls on the other hand show a marked predilection for the Cambridge Locals.

The new syllabus for English-teaching schools, which was introduced in 1916, is reported to have worked well on the whole and to have brought about a considerable improvement in the general standard of the work.

The Inspector reports that script writing has attained much popularity, and it seems that the system has come to stay. There is, he considers, much to be said in its favour both as regards beauty of form and legibility. The infant classes take more kindly to it than they do to ordinary writing and it helps them considerably with their reading. It appears to entail no sacrifice of speed.

Examinations

308. According to the rules of the Code three kinds of examinations (High, Middle, and Primary) are held by the Department every year, and scholarships are awarded on each. The Middle and Primary examinations are purely scholarship examinations. The High School examination besides being a scholarship examination is also a school-leaving examination. Besides these the Higher, Senior, Junior, and Preliminary Cambridge Local Examinations are held every year at five centres. Of the two, the latter are far the more popular, there being 410 candidates, against only 92 for the Departmental Examinations. It would appear that, were it not for the fact that scholarships are awarded on the results of the Departmental Examinations, practically no candidates would appear for them. Therefore abolition of these examinations, and the allotment of scholarships on the results of the Cambridge Locals, is strongly advocated by the Inspector.

Scholarships

309. Scholarships are given on the results of examinations held at the end of the Primary, Middle, and High school standards. The Primary scholarships are of the value of Rs. 8, the Middle of Rs. 12, and the High of Rs. 20 per mensem. There is little competition for the Primary and Middle scholarships and it is proposed to discontinue the Primary scholarships, the amount saved being utilised in raising the Middle and High School scholarships. The amount spent on scholarships during 1921-22 was Rs. 6,968, against Rs. 5,838 in 1916-17. Of the 17 High school scholars, 10 are taking an Arts course, 5 a Medical course, and 2 an Engineering course.

Qualifications, Pay, and Training of Teachers

310. The following statement gives the figures for trained and untrained teachers :—

	1916-17.			1921-22.		
	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.
European Schools	168	184	352	187	191	378
English-teaching Schools	118	294	412	140	399	539
Total ..	286	478	764	327	590	917

Of the 917 teachers employed, only 111 possessed a University degree.

The figures for 1921-22 as compared with those for the previous quinquennium show no appreciable improvement and the cry for more trained teachers is still as insistent as ever. Women teachers alone offer themselves for training. Only one male candidate in the Presidency applied for a Sanawar stipend during the quinquennium, and he threw up the course at the end of his first year. To the male members of the domiciled community the teaching profession may be said to offer no attractions whatsoever. The salaries given are considered inadequate and there is normally no provision for old age in the shape of pension or provident fund. The introduction of the provident fund scheme sanctioned by the Government of India for teachers in aided schools is anxiously awaited.

The figures for trained and qualified teachers quoted above include a large number of missionary workers, and it may here be remarked that the Jesuit Mission as a result of the war has suffered much owing to the repatriation of many of its members. Before the war the number of priests and scholastics working in

European and English-teaching schools was about 45, while the corresponding number is now only about 20.

311. The average monthly pay of a teacher in a secondary school is Rs. 106·4, against Rs. 86·14 in 1916-17. In European schools, however, salaries are on a considerably higher scale than in English-teaching schools, the average pay of a teacher in a European school working out at Rs. 142 p.m. and in an English-teaching school at Rs. 81·5 p.m. Except in the G. I. P. Railway schools time scales of pay can hardly be said to exist, although an attempt has been made to introduce the system in one or two European institutions, such as the Karachi Grammar School. Financially speaking the great majority of European schools live a hand-to-mouth existence and cannot afford to embark on a venture of this nature, consequently increases in pay are given spasmodically and generally coincide with an increase in the Government grant. The pay of masters and mistresses in the different types of schools varies greatly. The pay of the Headmaster of a European High School may range from Rs. 400 to Rs. 1,000 p.m., and of a graduate assistant master from Rs. 250 to Rs. 350, or even to Rs. 500 if recruited in England. A trained undergraduate master would normally get from Rs. 150 to Rs. 250. Almost all the heads of European Girls' High schools belong to a Mission or Order and their salaries are purely nominal. The pay of trained assistant mistresses ranges from Rs. 100 to Rs. 150, or Rs. 200 if recruited in England. The pay of an untrained assistant mistress is seldom more than Rs. 80.

312. In English-teaching schools salaries on the whole are much lower. An untrained mistress commonly gets Rs. 30 to Rs. 35, though occasionally she may get only the menial salary of Rs. 15. A trained mistress may get anything from Rs. 60 to Rs. 120. The salaries of untrained masters vary from Rs. 40 to Rs. 60, whilst a certificated master or a master with a degree may get from Rs. 100 to Rs. 200.

Training of Teachers

313. There are three training institutions, all for women, in the Presidency, two of which train teachers for the Secondary Teachers' Certificate Examination and the Kindergarten Examination and also prepare candidates for the Cambridge Local Examinations, and the third for the Teachers' Certificate Examination only. Of these, St. Mary's Training College, Poona, has accommodation for 16 resident teachers and is maintained by the Wantage Sisters with the help of a Government grant. The standard of teaching in the College is high and the teachers are eagerly sought for by schools not only within but without the Presidency. The total number of candidates under training in the three institutions was 44 as against 39 in 1916-17.

314. A new examination known as the 'Kindergarten Examination' for the supply of qualified teachers for the kindergarten and junior departments of schools working under the European School Code was instituted in 1919. The examination is open to candidates, not necessarily teachers, who hold the Senior Cambridge Certificate, or the European High School Certificate, or the Matriculation Certificate of some Indian university or its equivalent. There is no age limit for this examination. The examination is divided into parts I and II. The scheme of preparation is intended to cover a two years' course in a recognised training college or training class. The examination is not intended to be limited to the Bombay Presidency: it is hoped that it will eventually develop into an all-India test. The examination has been approved by the Punjab Educational Department and is held both at Poona and at Murree. The National Froebel Union have expressed their entire approval of the manner in which the examination is conducted and the Governors have decided to exempt a successful candidate who is proceeding to England from Part I of the Froebel Higher Certificate Examination. Last year 13 candidates sat for Part I of the examination and 4 for Part II. The examination is still in its infancy and it is hoped that as numbers increase, and as the excellent training the candidates undergo becomes more widely known, the examination will meet with greater support.

315. St. Mary's Training College, Poona, the Convent Normal Class, Bombay, and the Normal class attached to the Queen Mary High School, Bombay, prepare candidates for the Secondary Teachers Certificate Examination. Some teachers from European and English-teaching schools also appear for this examination by

private study. In August, 1921, 14 teachers appeared for this examination, of whom 10 passed.

Fourteen stipends each of Rs. 40 per mensem are paid by Government for resident lady students under training at St. Mary's Training College and the two Bombay Normal Classes. Government have now decided to raise the amount of these stipends to Rs. 50.

Manual Training

316. In the infant and primary classes of European schools, and also in the majority of English-teaching schools, simple forms of handwork are taught. Drawing is universal, and Needlework finds a place in the curriculum of all girls' schools. Sloyd has not been introduced, and in the few boys' schools in which carpentry is taught it is reported not to have proved a success.

Hostels

317. A comparative statement showing the number of hostels and boarders for the years 1916-17 and 1921-22 is given below :—

	1916-17.						1921-22.					
	Number of Hostels.			Number of Boarders.			Number of Hostels.			Number of Boarders.		
	For Boys.	For Girls.	Total.	Boys.	Girls.	Total.	For Boys.	For Girls.	Total.	Boys.	Girls.	Total.
European ..	8	14	22	603	910	1,513	10	17	27	599	960	1,559
English-teaching ..	1	5	6	218	593	811	3	4	7	363	562	925
Total ..	9	19	28	821	1,503	2,324	13	21	34	962	1,522	2,484

Under articles 40—42 of the European School Code 685 European or Anglo-Indian pupils received orphan and destitute grants, amounting to Rs. 95,695 during 1921-22, against Rs. 58,819 for 546 boarders in 1917. The orphan grant rules were revised in 1919-20.

The total amount of boarding fees collected during 1921-22 was Rs. 2,98,569 and the total expenditure on account of boarding houses exclusive of messing charges amounted to Rs. 5,31,450. The figures for 1916-17 were Rs. 1,21,060 and Rs. 2,43,864 respectively. The average cost per boarder is Rs. 17-13-3 as compared with Rs. 8-11-11 for 1916-17. The total cost of a boarder inclusive of messing charges varies from Rs. 30 to Rs. 60 p.m. according to the type of school.

The total indirect expenditure on account of buildings etc., amounted to Rs. 6,925, of which Rs. 1,661 came from Provincial Revenues. The balance was met from subscriptions and other sources.

Physical Training

318. Games are reported to receive due attention in almost all schools, but most of them, especially those in Bombay, are seriously handicapped by the lack of adequate play-grounds. In several European schools boxing has become extremely popular. Inter-school cup competitions in cricket, foot-ball, hockey, and athletics have been held during the quinquennium in Bombay, Poona, and Karachi.

During the quinquennium a great advance has been made in the organisation of games for girls. In Bombay the Girls' Schools' Athletic Association has done much to encourage a love of out-door games, and inter-school matches in net-ball, badminton, tennis, swimming, club-swinging, etc., have taken place.

With the passing of the old Volunteer system Cadet Corps have almost ceased to exist, and at present only three schools maintain them. Every European High and Middle school for boys now possesses a Scout troop. Amongst European Girls' schools the Girl Guide movement is almost equally popular. English-teaching schools are also not behind-hand and during the last two years a large number of troops and companies have been formed. During the post and telegraph troubles in Bombay in 1921 the local Scouts and Guides responded promptly when called upon, and performed work of great public utility. Several Scout masters have

already been through a course of training at Lonavla, where the methods are modelled on those of Gillwell Park. Mr. Ludlow reports :—

"From what I have seen of Scouts and Guides in European and English-teaching schools I am convinced that the true spirit of the movement has been caught, and, as long as this spirit is retained, heads of schools will find themselves in possession of about the best form of practical education that has yet been evolved."

Religious and Moral Instruction

319. Every European and English-teaching school gives religious instruction in some form or other. Normally, religious instruction is compulsory for Christian pupils only, but in the case of a few schools, *e.g.*, the Queen Mary High School, Girgaum, and St. Helena's School, Poona, simple Bible teaching is given to all pupils. Moral lessons are given in most European and English-teaching schools.

Grant-in-Aid System

320. There has been no change in the Grant-in-aid system during the quinquennium.

Non-Co-operation.

321. Non-Co-operation, naturally has had no effect on European schools and is said hardly to have touched English-teaching schools.

Medical Inspection

322. During 1921-22 a scheme for the medical inspection of boys in Government and aided institutions was brought into operation. The inspection was made optional for the latter. Five European and three English-teaching schools notified their desire to take advantage of the Government offer. The scheme however continued for only some 9 months, when the Medical Inspectors were retrenched. Apart from this a large proportion of the European Boys' schools have their own private arrangements for medical inspection.

General remarks

323. Mr. Ludlow concludes his report with the following general remarks :—

"The past quinquennium has witnessed the end of the War and the restoration of peace but managers of schools still find themselves confronted with problems as formidable as any they were faced with during the war.

"Prices have soared to unheard-of heights, and despite increased grants the school authorities have found it almost impossible to meet the legitimate demands made on their purse. The problem of securing capable teachers, keeping them when obtained, and paying them adequate salaries is as great as ever. This is particularly the case with European Boys' schools. Church of England schools have no teaching community to draw upon, and even in Catholic schools the ranks of the Jesuit Fathers have been sadly depleted. In fact, the supply of assistant masters is so deficient that in the case of certain schools Head Masters are forced to employ mistresses in some of the upper standards.

"The question of staffing European boys' schools is a very pressing one indeed. As I have mentioned before, the teaching profession offers no attraction whatsoever to the male members of the Domiciled Community. They either ignore it altogether, or accept a post purely as a temporary measure. Whilst the standard of work in European Boys' schools is probably no better than it was five years ago, that in European Girls ' schools has improved. Examination results and examiners' reports bear this out, the reason being that most of these schools are in the hands of Missions or teaching communities. Trained lady teachers are also less difficult to obtain. In English-teaching schools the number of pupils has risen steadily throughout the quinquennium. The methods employed in the primary schools are still terribly crude and the only qualification most of the mistresses in these schools possess is that they have struggled as far as the VI or VII standard in a High School ! On the other hand they are extremely loyal and manage to instil the rudiments of the 3 R's. Many are grossly underpaid. In both European and English-teaching schools the most serious problem awaiting solution is undoubtedly the staff problem. Until schools are in a position to pay the members of their staff adequate salaries, and until they can point to a pension or provident fund as security for the future, and to a career which offers prospects comparable to what is obtainable in other branches of service, trained lay teachers of the right stamp will never be forthcoming—at least not in appreciable numbers. To improve the pay and status of teachers entails extra expenditure. Meanwhile, schools have already been notified that during the current year there will be a 25 per cent reduction in the Government grant. The outlook for the future is indeed gloomy. A 25 per cent reduction if applied equally to all schools would probably result in the ruination of some of the poorer institutions, and the retrenchment will have to be effected by allowing the blow to fall more heavily on stronger shoulders.

"An increase in subscriptions from private sources cannot be relied upon and for most schools the only possible way of meeting the deficit will be by raising the school fees.

"There are parents who can pay more, and there are a few who can afford to pay double or even treble the present fees. There are also parents who whilst professing their inability to pay Rs. 6 a month for their child's general education will willingly pay Rs. 12 a month for their

child to be taught music, or squander an equal amount on a pernicious cinema. (More than one European School has reported this extraordinary inconsistency). Unfortunately however there are many parents and guardians who cannot afford to pay a higher rate than they are at present, and there are also some who can afford to pay absolutely nothing, and it is on these parents and on the schools which provide for the orphans and destitute that the heaviest blow will fall. But it is an ill-wind that blows no good. The pinch of poverty, together with the introduction of the Reforms, has brought home to many members of the Domiciled Community the fact that their future is intimately bound up with an improved and more economic system of education. The amalgamation of the Indo-British Institution with the Bombay Education Society's schools, and the projected amalgamation of the Anglican and Presbyterian day schools in Bombay are unmistakeable signs that a more generous spirit of co-operation is afoot, and that a wider view of European Education is being taken."

CHAPTER XIV

EDUCATION OF MAHOMEDANS

Institutions and Pupils

324. The Mahomedan population of the British districts of this Presidency is 3,822,753 out of a total of 19,358,371, or 19·7 per cent.

The number of Mahomedans under instruction in all classes of institutions is 181,417, against 149,672 in 1916-17. The increase represents 21·2 per cent, against an increase of 22·7 per cent in the case of all communities in the Presidency. The literacy figures for Mahomedans is 4·8 per cent, against 5 per cent for all communities in the Presidency, the percentage in the case of Hindus being, Advanced Hindus 14·6, Intermediate 3·9, and Backward 1·5.

325. The number of Mahomedan boys under instruction is 140,463, the number of girls 40,954, representing increases of 18·3 and 32·3 per cent respectively on the figures for 1916-17.

The numbers attending public and private institutions in British districts are shown below:—

Public Institutions.			Private Institutions.		
1916-17.	1921-22.	Increase p. c.	1916-17.	1921-22.	Decrease p. c.
126,048	158,225	26.5	24,624	23,192	—5.

The decrease in pupils in private institutions is due chiefly to the large number of Koran schools in Sind which are now registered for grant-in-aid as Mulla schools. The figures for private institutions are undoubtedly far from complete. It would appear that some private institutions which formerly submitted some kind of returns have for political reasons now ceased to do so.

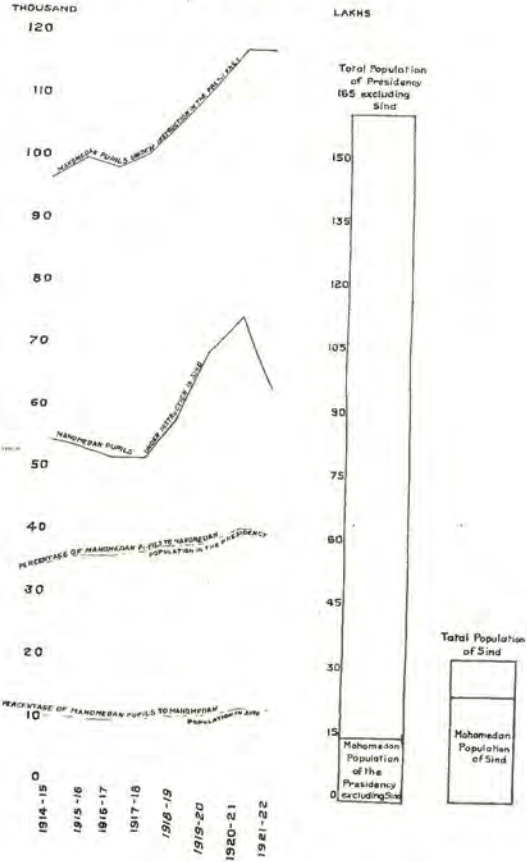
A large number of children who are not returned attend Koran schools; but on the other hand little or no secular instruction is given in such schools.

326. The pupils given in the above table are distributed among the different classes of institutions as under:—

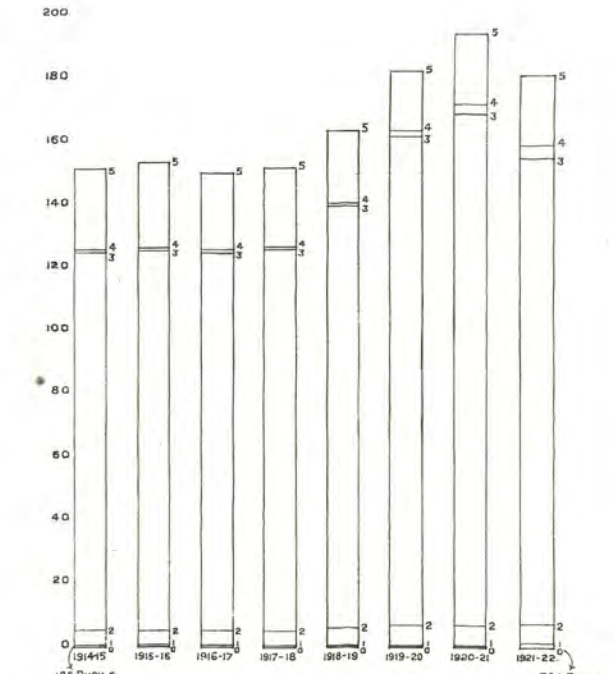
	Arts Colleges.		Professional Colleges.		Secondary schools.		Primary schools.		Special schools.		Total in public institutions.		Total in private institutions.	
	1916-17	1921-22	1916-17.	1921-22.	1916-17.	1921-22.	1916-17.	1921-22.	1916-17.	1921-22.	1916-17.	1921-22.	1916-17.	1921-22.
Male ..	156	233	58	91	4,896	5,833	95,647	115,678	339	2,463	101,596	124,298	17,129	16,166
Female ..	1	..	..	..	96	142	23,304	33,403	51	382	23,452	33,927	7,495	7,027
Increase or decrease per cent for males and females taken together ..	..	48.4	..	56.8	..	19.7	..	25.3	..	219.6	..	26.5	..	—6.0

In view of the general backwardness of the community the increase under Arts colleges and Professional colleges is particularly gratifying. This increase

GRAPH COMPARING THE GROWTH OF MAHOMEDAN EDUCATION IN SIND & IN THE PRESIDENCY FROM 1914-15 TO 1921-22.



GRAPH SHOWING THE DISTRIBUTION OF MAHOMEDANS IN THE VARIOUS CLASSES OF INSTITUTIONS FOR THE YEARS 1914-15 TO 1921-22.



is largely due to the institution of special scholarships for Mahomedans by Government and by private individuals. The increase under secondary schools is less satisfactory; it appears to have been affected by the Non-co-operation and Khilafat movements. The large increase of 219·6 per cent under special schools is almost entirely due to the increased numbers attending institutions for training in the teaching profession.

327. Further details of the distribution of these pupils in the different kinds of institutions are shown in the following table:—

Province.	Colleges.									Secondary schools.		
	Arts Colleges.	Law.	Commercial.	Medicine.	Engineering.	Teaching.	Forestry.	Agriculture.	Total.	High.	Middle.	Total.
Bombay Presidency.												
Male	223	22	3	48	0	1	2	14	324	3,832	2,061	5,893
Female	..	..	..	..	..	..	..	..	..	110	32	142

Province.	Special Schools.												
	Primary schools.	Training Schools.	School of Art.	Medical Schools.	Engineering and Surveying Schools.	Technical and Industrial Schools.	Commercial Schools.	Reformatory Schools.	Other Schools.	Total.	Total of Colleges and Schools of public instruction.	Total of private institutions.	Grand Total.
Bombay Presidency.													
Male ..	115,678	377	23	16	..	122	35	62	1,728	2,463	124,209	16,165	140,463
Female	33,493	27	..	6	..	6	..	..	340	382	33,927	7,027	40,954

328. The following table shows the position of Mahomedans in education in the different divisions:— *Position in different Divisions.*

Division.	Number of Mahomedan pupils.	Percentage of Mahomedan pupils to total of pupils of all classes in public institutions.	Percentage of Mahomedan population to total population.
Bombay Division	28,365	14·5	8·3
Central "	26,114	10·5	6·1
Northern "	23,477	14·1	10·8
Southern "	22,789	14·7	10·8
Sind	55,233	49·01	73·2
European schools	471	3·2	....
Aden	1,776	67·4	79·7

It will be seen that in the Presidency proper the percentage of Mahomedans attending educational institutions is in excess of the percentage of the Mahomedan population to the total population. On the other hand it must be remembered that the bulk of the population is made up of non-Mahomedan Intermediate and Backward communities, including Depressed Classes and Aboriginals, but for whom the percentage of non-Mahomedans attending educational institutions would be far higher.

329. It is impossible to calculate exactly the expenditure on Mahomedan education because about 37 per cent of Mahomedan pupils are educated not in special institutions but in the ordinary schools. But it is roughly estimated that the total direct expenditure on Mahomedan education amounted to over Rs. 37½ lakhs, of which nearly 22½ lakhs are contributed from Provincial funds, while the total expenditure on Special institutions for Mahomedans amounted to Rs. 18,08,743. *Expenditure*

MAHOMEDANS IN ORDINARY INSTITUTIONS

330. The number of Mahomedans in public institutions has risen from 125,048 to 158,225. Of these, 58,754 are in ordinary institutions and 99,471 in institutions specially designed for Mahomedans.

Fee Exemptions

331. In primary schools liberal concessions have always been given to Mahomedan children. The present rule for District Local Board schools is that no child shall be kept away from school by inability to pay fees. In Government secondary schools the percentage of free studentships allowed is 15, of which one-third are allotted to Mahomedans. In view of the fact that in many schools there are not a sufficient number of suitable youths coming forward to claim the exemptions it is clear that inability to pay fees is not the main reason of the backwardness of the community to take advantage of secondary education. Apart from the general apathy of large sections of the community, this backwardness is largely due to the fact that most Mahomedan children first attend a Koran school and start their secular education later than the children of other communities, while the study of two languages (Urdu and the local vernacular) must necessarily retard progress. In Sind the number of free-studentships allowed to Mahomedans in Government High schools is 10 per cent of the total number on the rolls in each school. The percentage of Mahomedans in Government Secondary schools in Sind, however, is only 21·7. Thus nearly half the number of Mahomedans in these schools pay no fees. Fees are exempted in Government Arts and Professional colleges in the case of specially deserving students.

Scholarships

332. For the Presidency proper there are 9 Government scholarships, 6 of the value of Rs. 20 in Arts colleges and 3 of the value of Rs. 25 in Professional colleges, tenable for the full period of the college course. From private donations 29 scholarships are offered in Arts colleges. Of these, 25 are the Sir Mahomed Yusuf Scholarships of the value of Rs. 30 per mensem, given to 1st year students in the whole Presidency including Sind, and 4 are Kazi Shahabuddin Scholarships of the value of Rs. 10 in the first two years and Rs. 15 in the next two years of the college course. In the secondary schools there are 78 Middle school scholarships of the value of Rs. 3 tenable for three years in the Middle school classes, and 77 Government High school scholarships of the value of Rs. 5 per mensem tenable for 4 years in the High school classes. Besides these, 6 High school scholarships of the value of Rs. 5 per mensem tenable for 4 years are awarded from the Kazi Shahabuddin Scholarship funds. In primary schools some 1,190 special scholarships, varying in value from annas 4 to Rs. 10 per mensem, are given by the various District Local Boards and Municipalities.

Hostels

333. In the hostels attached to Government collegiate and secondary institutions special arrangements are made for Mahomedans wherever such are justified by the numbers. In Bombay there are hostels attached to the Anjuman-i-Islam High school and to the Mahomedya Madressa conducted by the trustees of the Jama Masjid, and in a few other places, such as Poona, Sangamner, Surat, Rander, and Ahmedabad, hostels are maintained by charitable individuals or associations. Hostels are also attached to the Central Urdu schools at Wahur in Kolaba, Nasirabad in East Khandesh, and Tankaria in Broach. A proposal to attach hostels to the Urdu schools at Sholapur and Ratnagiri is under consideration.

Special Inspectors

334. In addition to the Mahomedans employed on the ordinary Inspecting staff there are four special Deputy Inspectors for Mahomedan education, one for each division of the Presidency proper, and three special Deputy Inspectors for Mulla schools in Sind, with 12 assistants. Every opportunity is taken to recruit suitable Mahomedans for the Secondary Teaching and the Inspecting line, but it is difficult to secure men with the required qualifications; this is especially so in Sind, where the number of Mahomedans in the teaching line, and in the clerical branch, is far below the proportion of Mahomedans to other communities in the province. Of the 37 Mahomedans employed—17 in the inspecting and 20 in the teaching (secondary) line—only 12 are graduates.

Special Institutions

335. The number of special institutions for Mahomedans and the number of pupils attending them will be found in appendix XII, which gives also the total number of Mahomedan pupils under instruction, including those in ordinary institutions. Of the total number of Mahomedans in public institutions 94·2 per cent are

in primary schools, of whom 61·1 per cent are in special primary schools—the Urdu schools in the Presidency proper, and the Mulla schools in Sind.

336. In the Presidency proper there are 1,071 institutions with 66,832 pupils. *Presidency* Of these, 6 are secondary schools with 485 pupils, 5 being in the Bombay Division, and one in the Southern Division, 1,039 primary schools with 64,980 pupils, and 26 special schools with 1,367 pupils.

The secondary schools are Anglo-Urdu, two being High schools maintained by Government at Poona and Hubli. In all other secondary schools Mahomedans are instructed through the medium of the local vernacular up to the point at which instruction is given through English. In 8 of the Government High schools special teachers of Urdu have been appointed. Similarly Government have appointed a Professor of Urdu in the Elphinstone college, Bombay. There has during the last ten years been a great extension of the study of Urdu among the Mahomedans. At the request of the community Government introduced two special sorts of Urdu standards for Primary schools in 1918, in the one the medium of instruction being Urdu, the local vernacular being taught as a special subject, while in the other the local vernacular is the medium of instruction, Urdu being taught as a special subject. It is left to the local members of the community to determine which curriculum shall be followed in each school. Side by side with this, Government have attached special Urdu classes to the Vernacular training colleges and there are at present three classes teaching the 1st year training course, two the second year course, and one the third year course. It is intended to convert these classes into separate institutions, one at Poona and one at Ahmedabad, the third at Hubli teaching the first year course only; but financial reasons have so far prevented this being done. Of the 840 Urdu Primary schools and classes in the Presidency proper 505 follow the Urdu plus local vernacular curriculum and 335 the local vernacular plus Urdu curriculum. The establishment of these Urdu training classes has greatly assisted the spread of Urdu, but it must be admitted that the knowledge of Urdu possessed by many of the teachers who have not been trained in the new classes is such that they are not fully competent to give instruction in and through Urdu.

337. It would seem to be an undeniable fact that the necessity of learning two *Urdu* vernaculars must tend to retard the progress of Mahomedan youths, especially those who wish to proceed to secondary education. But, as already stated, Government have been guided by the desire of the community in this matter, and the Department has loyally given effect to this desire even when it felt that the material advantages of the Mahomedans would be better served in their competition with other communities by their accepting the local vernacular as their chief medium of instruction in the schools. In Sind, Sindhi is the recognised vernacular of the Mahomedans and Urdu is not taught in the vernacular schools. There are, however, 11 Urdu schools in the area occupied by the Punjabi settlers in the Jamrao tract in the Thar and Parkar district. These have 1,055 pupils on their rolls, of whom 907 are Mahomedans.

Of the 1,039 primary schools, 817 with 50,999 pupils are boys' schools and 222 with 13,981 pupils are girls' schools. All these are special schools for Mahomedans. Most of them are inspected by the Special Mahomedan Deputy Inspectors, important girls' schools in the Central Division being inspected by the Inspectress of Urdu Girls' schools, C. D. A great obstacle to the expansion of girls' education is the dearth of trained teachers; and this has been partially overcome by attaching a training class to the Central Urdu Girls' school, Poona. The school is strictly a purdah institution and has now 108 pupils, of whom 20 are in the training class. Residence in the hostel is essential. Hostel life is altogether a novel thing for purdah Muslim women and respectable families were reluctant in the beginning to send their grown-up daughters to reside in the hostel. But the Inspectress of Urdu Girls' schools, who is in charge of this institution, has, it is reported, succeeded in inspiring confidence with the result that all the places in the hostel were filled.

338. A Committee was appointed by Government in January, 1921, to prepare *Translation Board* Urdu translations of the Departmental Vernacular Readers with such additions and alterations as may be necessary to bring them into closer harmony with Mahomedan sentiment. A consultative committee of officials and non-officials has

also been appointed to which the translations made by the Urdu Translation Board are referred for opinion. Forty-two books consisting of the Vernacular Readers, District Geographies, History of Gujarat, Arithmetic, Indian Accounts, Mental Arithmetic, Geometry, and Physiology and Hygiene have to be prepared by the Board. The unwieldy nature of the Consultative Committee and the fact that all the members except the Secretary have to do the work in their spare time have retarded progress in the work. It is, however, hoped that the new books will shortly be ready. The total expenditure incurred on account of the Board during the 15 months of its existence up to 31st March, 1922, amounted to Rs. 14,510.

Special Encouragement to Mahomedans

339. In addition to the various measures already reported, special encouragement is given in the following ways:—(1) Special grants for Maktabs, (2) Rewards for the encouragement of Urdu Literature, (3) A special Muslim allowance of Rs. 5 per head for qualified Urdu teachers in receipt of pay less than Rs. 20 per mensem, (4) Special grants for the award of scholarships, books, clothes, etc., to deserving Mahomedan girls in primary schools, (5) The appointment of an Urdu Text-Books Committee, (6) The appointment of an Urdu Translation Board to compile and translate Urdu Books for primary schools, (7) Raising of the Poona Camp Government Middle school to the status of an Anglo-Urdu High school, (8) Opening of an Anglo-Urdu School at Hubli, (9) Employment of Urdu teachers in addition to Persian teachers in 8 High schools, (10) Reserving a special room in hostels for the performance of religious duties, (11) Increasing the number of Middle and High schools scholarships and instituting scholarships in Arts colleges and reserving scholarships for Mahomedans in Professional colleges, (12) Attaching qualified teachers of English to two Urdu schools in standards V, VI, and VII, (13) Opening of Central schools with stipends attached to them for preparing students for the Vernacular Final Examination to secure a supply of qualified teachers.

Among other features may be mentioned a donation of Rs. 40 lakhs for the foundation of a Mahomedan Orphanage near Surat offered by Mr. Haji Ghulam Mahomed, a well-known merchant of Rander.

Primary School Teachers

340. The following table gives the number of Mahomedan Primary school teachers in each division:—

Division.	Trained.	Untrained.			Grand Total.	Percentage of trained to total number of teachers.
		Qualified.	Unqualified.	Total.		
Bombay Division—						
1916-17	84	56	377	433	517	16·2
1921-22	159	110	589	699	858	18·5
Central Division—						
1916-17	186	184	203	384	570	32·6
1921-22	294	276	166	442	736	39·9
Northern Division—						
1916-17	178	131	132	263	441	40·4
1921-22	278	157	183	340	618	45·0
Southern Division—						
1916-17	145	51	177	228	373	38·9
1921-22	270	115	55	170	440	61·4
Total Presidency proper—						
1916-17	593	419	889	1,308	1,901	31·2
1921-22	1,001	658	993	1,651	2,652	37·2
Sind—						
1916-17	412	636	61	697	1,109	37·2
1921-22	622	479	64	543	1,165	53·4
Total including Sind—						
1916-17	1,005	1,055	950	2,005	3,010	33·4
1921-22	1,623	1,137	1,057	2,194	3,817	42·5

The above figures are for District Local Board and Municipal schools and include the Practising schools attached to the Government training institutions. They show the number of Mahomedan teachers employed not only in Urdu schools but also in schools teaching the local vernacular. It will be seen that there has been a large increase in the number of trained teachers, 37·2 per cent of the total number of teachers in the Presidency proper now being trained. The percentage in the case of non-Mahomedan Primary school teachers is 55·8. During the quinquennium the number of trained teachers in the Presidency proper has nearly doubled. But though the number of trained teachers has substantially increased in the Mahomedan schools it is a very unsatisfactory fact that of the 1,651 untrained Mahomedan teachers in the Presidency proper no less than 993 are unqualified, *i.e.*, have not passed the Vernacular Final Examination. This dearth of competent Mahomedan teachers has undoubtedly acted as a very great hindrance to the progress of primary education among Mahomedans, and I am convinced that the first need of Mahomedan education is to ensure an adequate supply of qualified Mahomedan teachers for the primary schools. It was with this end in view that a special class was attached to the Tankaria District Local Board school in the Broach district in the year 1905, stipends being given to promising boys from the whole district to enable them to complete standards V, VI, and VII and pass the Vernacular Final Examination. Since the foundation of this Central school, as it is commonly called, 95 boys have passed the Vernacular Final Examination from it, and most of these are engaged as teachers. A similar Central school was opened at Nasirabad in the East Khandesh district in 1914, and this has been particularly successful, 86 boys from it having passed the Vernacular Final Examination. The need for such schools was accepted by the Mahomedan Educational Conference which sat in 1913. As a result of that Conference Government sanctioned the opening of three such schools, to be in the Sholapur, Ratnagiri, and Kolaba districts. It is a matter for regret that so far funds have been provided for only one of these, a school having been opened at Vahur in the Kolaba district in January, 1922. It will be seen that of the 858 primary teachers in the Bombay Division no less than 589 are unqualified. There is an urgent need for the establishment of Central schools in the Ratnagiri and Thana districts, in which Mahomedan education is in a very backward condition. The Educational Inspector, Bombay Division, reports that

"In the absence of qualified Mahomedans, it has been found most difficult to teach the new standards in Urdu schools. Barring Nasik district and Bombay where trained Mahomedan teachers are available for Urdu schools in a fairly large number, it is almost impossible to teach Urdu-Marathi standards in Urdu schools for lack of competent Munshis. Even Marathi-Urdu standards have met with little success, because the teachers who have to work them are too weak to handle them satisfactorily. This state of affairs prevails in Thana, Kolaba, and Ratnagiri districts of this Division."

I regard this need for better qualified Primary school teachers as perhaps the most important question of Mahomedan education. It is to be hoped that the School Boards, with whom the provision of such classes will now lie, will recognise the need for their establishment.

In Sind the number of unqualified teachers is comparatively low and in districts in which the supply of Vernacular Final men is insufficient special bonuses are given to headmasters for passing boys in the Vernacular Final Examination. This is a device which might also be tried in other parts of the Presidency.

Sind

341. In Sind there are 55,233 Mahomedans under instruction in public institutions, 73 being in colleges, 1,675 in secondary schools, 53,166 in primary schools, and 319 in special schools. There are, besides, 8,816 Mahomedans in private institutions. There are 6 secondary schools, with 863 pupils, and 1,036 special primary institutions with an attendance of 30,987 pupils. Mahomedans form 49·01 per cent of the total number of pupils under instruction while the Mahomedan population is 73·3 per cent of the total population.

Teachers

342. The total number of Mahomedan teachers in primary schools in Sind is 1,165, of whom 622 or 53·4 per cent are trained. Of the untrained teachers only 64 are unqualified. Out of 448 students under training in all training institutions 150 are Mahomedans.

Scholarships

343. The total expenditure on scholarships in Secondary and Primary institutions amounted to Rs. 1,04,556, of which Rs. 75,548 was contributed from Provincial Funds. The following scholarships are reserved for Mahomedans in Sind studying in colleges :—

AMIR SIR ALI MURAD SCHOLARSHIPS, three in number open to Mahomedans of Sind only, ordinarily of the annual value in the first and second years of Rs. 240, and in the third and fourth years of Rs. 300, ordinarily tenable for a period not exceeding four years, on condition mainly of merit.

KING EDWARD MEMORIAL SCHOLARSHIPS, three in number open to Mahomedans of Sind. The conditions are the same as those of the Amir Sir Ali Murad Scholarships.

DISTRICT LOCAL BOARD SCHOLARSHIPS, eleven in number open to Mahomedans of Sind, tenable for the entire College course on conditions both of merit and poverty, each of the value of Rs. 30 and Rs. 40 per mensem.

GOVERNMENT SPECIAL SCHOLARSHIPS, thirty-five in number open to Mahomedans of Sind, tenable for the entire College course on conditions both of merit and poverty, each of the value of Rs. 30 per mensem.

Mahomedans can also compete for the 8 Sind Collegiate scholarships, and the 4 Sind College scholarships for ladies, along with students of other communities. In secondary schools in Sind 49 scholarships are awarded every year, 7 in each district; they are continued for the whole of the secondary course, subject to satisfactory conduct and progress. The value of each scholarship is Rs. 10 in the first three standards and Rs. 12½ in the next four—the value being raised to Rs. 12½ and Rs. 15 if a scholar studies in the Sind Madressa, Karachi. Besides these, 6 King Edward Memorial scholarships of Rs. 12½ per mensem each are awarded in secondary schools. 663 scholarships, 410 of the value of Rs. 3, 252 of Rs. 2 and 1 of Re. 1 per mensem are awarded in primary schools. Besides these, 75 scholarships of from Re. 1 to Rs. 4 are awarded to the daughters of midwives. These are open to all communities but are at present held by Mahomedans only.

Madressas and Hostels

344. Of he five Madressas, two at Karachi, one at Naushahro, one at Larkana, and one at Pithoro (now removed to Mirpurkhas), which impart secondary education to Mahomedans, specially to the sons of Zemindars, the Sind Madressa at Karachi is the largest, with 531 pupils, and teaches the full High school course. It has two hostels, one, specially intended for Talpurs (members of the families of the Mirs of Sind), with 7 boarders, and the other with 224 boarders. Hostels are also attached to the Naushahro, Pithoro, and Larkana Madressas. The hostels at Karachi and Larkana are managed by private bodies, to whom the schools to which they are attached belong, and those at Pithoro and Naushahro by the Educational Department on behalf of the District Local Boards. There is another hostel under private management at Sukkur, the boys residing in the hostel attending the Municipal High school, Sukkur. The total number of hostels for males attached to different institutions is 8, with 498 boarders in them. Mahomedans attach special importance to religious instruction and provision is generally made for this in the hostels specially intended for Mahomedans.

Although these Madressas have done good work, the fact is that the larger Zemindars have not as a rule taken advantage of them to the extent that was originally hoped. The reason appears to be that they are not suitable for the sons of the larger Zemindars, for whom a special school on the lines of the Chiefs' college is required. In this connection His Excellency the Governor, speaking to the Sirdars, Nawabs, Zemindars, and others at the joint Darbar for the three districts of Larkana, Sukkur, and Upper Sind Frontier on 27th December, 1922, remarked as follows :—

"With regard to education I shall be interested to see some definite results accrue from the conference of the leading Zemindars of Sind convened a year ago by the Commissioner in Sind. My Government is deeply interested in the education of the sons of Mussalman gentry of Sind and in their preparation for playing an enlightened part in the administration of the country as well as in the management of their estates on progressive lines. I am strongly in favour of a Boarding School run on the lines of a Chiefs' College. That such a school in Sind would supply a long felt want I am assured, and I hope you will not let the matter drop, and that by your own exertions you will achieve valuable results."

Mulla Schools.

345. The number of Mulla schools rose from 580 with 15,085 pupils, including 3,697 girls, in 1916-17 to 1,010 with 28,920 pupils, including 8,799 girls, in 1921-22. The following note on the Mulla school system is contributed by Mr. Grieve, Educational Inspector in Sind :—

"Wherever the Mussalman religion is practised, Mulla schools in the widest sense of the words exist. These are schools attached to Mosques, or are seats of learning controlled and administered by Moulvis or Mullas. In either case, the predominating influence is religious. Sind being predominently Mussalman has its share of such schools and, since the Arab invasion, they have increased in numbers and spread over the whole Province.

"In Sind, these schools vary widely in size, importance, culture, and affluence and may be broadly divided into two classes, *viz.*, Madressas and Maktabs.

"Madressas are schools professing and in many cases attaining a high standard of culture and providing in addition to theological subjects, instruction in Arabic and Persian. Such schools are under the control of Moulvis.

"Maktabs are much less ambitious and may be described as village schools whose pupils are taught to read the Koran.

"It is a well known fact that, although Sind is overwhelmingly Mussalman in population, the school-going population is preponderatingly Hindu. This reluctance of Mussalmans to take advantage of the ordinary secular education provided has apparently always been the case for, as far back as 1873 attempts were made to enlist the aid of the Mulla schools in the common cause of education. A Code was laid down and Mullas invited to accept it, but, although the conditions laid down were simple and elastic, the grants were small and no big effort seems to have been made, and the numbers of schools attracted remained small.

"The first great step forward was made in 1914 when Mr. Hesketh proposed the creation of a special Mulla Deputy Inspector, with two assistants, to take these schools in hand. Since then, their numbers have increased and their quality risen, while the number of Deputy Inspectors has increased to three and the number of assistants to 12. Finally in 1921, when it was considered that there was a danger of the system becoming unwieldy and top heavy, a conference was held at Larkana comprising both Hindu and Mussalman officers where steps were taken to regularise the system and co-ordinate it more closely with the Local Board and other existing educational systems.

"At this point it might be well to define the present meaning of the words 'Mulla schools' as used in Sind to-day. Mulla schools are schools managed by Moulvis or Mullas, according to the Mulla School Code as laid down by Government, and accepting Government grant. It cannot be too clearly emphasized that Government does not interfere and has no intention of interfering with the religious activities of these schools. Government exercises supervision and control solely in regard to the secular portion of the curriculum and that too only with the voluntary consent of the Moulvi or Mulla.

"For the working of the system as it exists to-day, Sind is divided into three Mulla Deputyships, comprising—

(1) Hyderabad, Karachi, Thar and Parkar districts.
(2) Sukkur and Nawabshah districts.
(3) Larkana and Upper Sind Frontier districts.

"Each Deputy Inspector has under him Assistant Deputy Inspectors, to each of whom a 'beat' is allotted. The Deputy Inspectors themselves inspect certain schools, supervise generally the work of their subordinates, and conduct the four Mulla Training classes held annually. Their work is in fact very similar to that of the District Inspecting officers, although their personal success is probably more dependent on their accurate gauging of public sentiment.

"Their work may be considered different too in this respect that the men that they inspect vary enormously from highly cultured Moulvis to the simple Koran-teaching Mulla, while the schools vary from well-built, well-equipped structures comparing favourably with modern Local Board schools to mud huts or 'landhis' or even open-air schools with little or no equipment.

"To come to the quinquennium in question in greater detail, the figures given below show the numerical development of the system :—

Year.	No. of schools.	No. of pupils.		No. of D. E. I.'s	No. of Assistants.	Grant.
		Boys.	Girls.			
						Rs.
1917-18	580	11,388	3,697	1	3	44,012
1918-19	827	15,775	6,451	2	11	78,509
1919-20	1,318	25,378	10,322	3	12	1,60,994
1920-21	1,430	28,746	8,680	3	12	1,90,978
1921-22	1,010	20,121	8,799	3	12	1,34,328

"While the numerical progress dwarfs all other kinds it may be said that progress of a real educational kind has also been well marked. Material things such as buildings, equipment, etc. have improved, the standard of work has risen, the methods of teaching and management have advanced. In addition to a considerable employment of qualified assistants, Moulvis and Mullas have attended Training classes, passed the Vernacular Final Examination, and, in some cases, proceeded to the Government Training college and schools.

"As a result, the general all-round standard has risen and a considerable number of Mulla schools now teach according to the Local Board Code.

"A noticeable feature is the manner in which the number of schools and of pupils has risen as the Inspecting staff increased. When it is borne in mind, that a severe influenza epidemic was followed almost immediately by the much more serious Khilafat agitation in 1920, the numerical strength of the system is a tribute to the influence and work of the Inspecting staff and the system can justly lay claim to some of the credit that this agitation was much less serious than it might have been.

"Since 1917, many improvements have been carried out. As already stated, the Inspecting staff has been greatly increased, special Training schools have risen in number from one to four, while extra grants have been given for buildings, equipment, prizes, assistants' wages, and similar purposes. These have combined to produce the present extensive system which has reached its size and importance without detriment to the Local Board system; it has indeed been emphasized continually that the Mulla school system is a rival to none and a present help to financially embarrassed Local Boards.

"The final point to be explained is the drop in the number of schools in the last year of the quinquennium. This was intentional. In the preceding critical years circumstances were such that it was considered best to allow the scheme to develop rapidly. Later, in 1921, it was decided that the time was ripe for a stocktaking. A conference was held in October, 1921, at Larkana, where a joint committee of Mussalman and Hindu educational officers recast the regulations of the system with the object of pruning it of useless schools, raising and regularising the system and concentrating the resources at its disposal on the healthy and hopeful parts of the system."

Allotments

346. The main allotments sanctioned for these schools were:—capitation grants Rs. 1,23,634; grants for assistants Rs. 28,908; improvement in accommodation Rs. 6,000; equipment Rs. 4,000; circulating libraries Rs. 4,000; books and writing materials Rs. 5,000; prizes for good attendance Rs. 3,000; lungis and rewards to Mullas Rs. 1,000; prizes Rs. 3,104; total Rs. 1,79,647. The average annual cost per pupil in Mulla schools comes to Rs. 8, out of which Rs. 4·2 is contributed by Government.

Mr. Mohamed Ibrahim, Deputy Educational Inspector, Mulla Schools, Sukkur, observes:—

"As will appear from the number of schools and pupils attending them, the Mulla schools have been greatly instrumental in spreading secular education among Muslim girls. At present 1,686 Muslim girls in the Sukkur district and 114 in the Nawabshah district receive education in registered Mulla schools. It is gratifying to note that 12 girls after finishing the school course have opened their own Maktabs, which are reported to be working well. Another noteworthy feature of these schools is that apart from affording facilities for the education of Mahomedans in rural areas they benefited the Hindus as well. At present 287 Hindus in my division receive instruction in these purely Muslim institutions.

"During the quinquennium the Mulla schools have advanced remarkably in all directions. The demand for Code copies prescribed for Local Board schools is on the increase, so much so that out of the total of 309 Maktabs in my division 36 are actually following the curriculum of Local Board schools and with the increase in the number of Vernacular Final passed assistants and head Mullas the number of such schools will, it is hoped, further rise."

347. I repeat from my last Annual Report the following extract from the Report of Mr. Ghulam Nabi Kazi, Deputy Educational Inspector, Mulla Schools, Hyderabad, for the year 1920-21:—

"In the past the Mulla schools have been looked upon as Supplementary schools to Local Board Institutions to spread literacy among the rural Mussulmans and to serve as feeders of Local Board schools. It is, however, observed for a long time that as soon as the Mulla ceases to take interest in his boys; they grow indifferent about prosecuting their studies further, and thus the second object is defeated. At present the Mulla schools teach up to third and fourth vernacular Readers. If, however, the education of Mulla schools is allowed to end there, then the effects of this education will wear away soon. I am therefore of opinion that a few prominent Mulla schools may be allowed to develop upon their own lines and allowed to teach fifth and sixth Readers with corresponding progress in arithmetic and writing. Some of the Mulla girls' schools are really doing excellent work, and I feel convinced that female education among Mahomedans

is to spread at present mostly through the medium of Mulla schools. Some of enthusiastic Mullas are already attempting to teach higher standards than what the Mulla Code recognises; and one Mulla of Tando Bago has advanced his school so far that one of his pupil passed the Vernacular Final Examination last year, and he is preparing two more candidates for the same examination this year."

On the above I remarked as follows:—

"I consider that the foregoing represents the correct position regarding the Mulla school system. It cannot be said that so far it has been effective in dealing with illiteracy, except to a very small extent. If, however, it is further developed on the lines laid down, not only will it prepare boys for the ordinary primary schools, and, by means of the special system of scholarships recently sanctioned for Sind, for secondary schools, but will in time supplement and largely take the place of District Local Board schools. Unless and until it does this it cannot be said to justify the expenditure incurred. I regard as the most hopeful sign for the ultimate success of these schools the readiness with which the Mullas have themselves submitted to training. Four classes are ordinarily held in different parts of Sind for three months each during the year and about 100 Mullas are trained every year. That these men, many of them grey-beards, should consent to sit on a bench and be taught like school boys is, I consider, a very remarkable thing. No doubt the main incentive is the hope of a better grant, but there is equally no doubt that this training, which consists chiefly of instruction in ordinary school subjects, will greatly raise the standard of education in Mulla schools. But, as I have indicated, the expenditure on these schools is considerable and cannot be regarded as justified by the results so far achieved. Care must be taken to see that grants are not given to undeserving schools."

It will be seen from Mr. Grieve's report quoted above that during the last year serious efforts have been made to prune off a number of inefficient schools and to regularise the system generally. A new and revised Code of Regulations is now under consideration and will be shortly submitted to Government. The object in view is specially to assist and encourage those Mullas who make a genuine attempt to bring the education given in their schools up to the standard of that usually given in the District Local Board schools.

348. On the other hand it would be untrue to suppose that a boy who attends a Mulla school in which no secular instruction is given receives no education at all. Apart from the fact that children in Mulla schools are taught to read, and in most schools to write, which in itself provides mental training of great educational value, it cannot be denied that the instruction given in the Mulla schools is of great moral value. On this point I quote the following from a letter written by the Honourable Mr. H. S. Lawrence in 1916 as Commissioner in Sind:—

"Moreover they (the Mullas) have taught discipline and obedience to the children of tribesmen of the most wild and untameable temperaments. Many men have commented on the good manners of the Muhammadan race, rich and poor alike, landholder and labourer; few have given the credit where it is due, to the humble Mulla, who not only believes that 'the fear of the Lord is the beginning of wisdom' but also, in agreement with William of Wykeham, has recognised that 'manners makyth man'. The teaching of the Koran in the Muhammadan traditional method is condemned by the modern scientist as a useless waste of time. The important fact that during these earliest years the child is being taught reverence and submission to authority escapes the attention of this critic; but nevertheless it is the subconscious foundation of the unwavering attachment of the Muhammadan race to this tenet of their faith."

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CHAPTER XV

EDUCATION OF THE INTERMEDIATE AND BACKWARD CLASSES

I.—General

Introduction

349. This chapter includes remarks not only on the really backward communities, comprising chiefly the Aboriginal and Hill Tribes, the Criminal Tribes, and the Depressed Classes, or Untouchables, as they are sometimes called, but also those intermediate classes, composed chiefly of the cultivator and artisan classes, which are backward only in comparison with the more advanced communities. These classes are included in the electorate for Maratha members of the Legislative Council.

Figures.

350. The total number of pupils belonging to these classes under instruction in public institutions was 396,761. Of these, 511 were in colleges, 11,547 in secondary schools, 382,495 in primary schools, 704 in training institutions, and 1,504 in other special schools.

The following table gives the number of pupils of each community under instruction and their percentage to the population of that community :—

Intermediate.			Aboriginals.			Depressed classes.			Criminal tribes		
Population.	No. at school.	Percentage at school.	Population.	No. at school.	Percentage at school.	Population.	No. at school.	Percentage at school.	Population.	No. at School.	Percentage at schools.
9,156,979	342,166	3·7	1,207,566	12,131	1·0	1,457,601	37,638	2·5	1,091,467	5,466	0·5

II.—Intermediate Classes

351. The total number of pupils under instruction is 342,166, of whom 104,228 belong to the Maratha community proper, 122,689 to the Koli, Kunbi, and other cultivating classes, 51,000 to the Artisan classes including the Chaturth Jains, and 64,249 are Lingayats. The following statement gives the distribution of the communities by Divisions :—

	Marathas.	Kunbis, Kolis, and other cultivating classes	Artisans and other classes including Chaturth Jains.	Lingayats.	Total.
Bombay Division	31,508	27,074	9,620	684	68,886
Central Division	63,467	39,501	18,820	8,400	129,988
Northern Division	282	40,336	17,406	2	58,026
Southern Division	8,080	15,726	5,012	55,157	83,975
Sind	756	227	85	....	1,068
Aden	11	....	....	....	11
European and English-teaching Schools	124	25	57	6	212
Total ..	104,228	122,689	51,000	64,249	342,166

352. The following table gives the distribution of the communities in different classes of institutions :—

	Colleges.	Secondary Schools.	Primary Schools.	Training Institutions.	Other Special Institutions.	Total.
Marathas	185	4,010	99,264	218	551	104,228
Kunbis, Kolis, and other cultivating classes ..	55	3,468	118,692	185	289	122,689
Artisans and other classes including Chaturth Jains.	91	1,657	48,886	129	237	51,000
Lingayats	179	2,101	61,297	116	156	64,249
Total ..	510	11,236	328,539	648	1,233	342,166

Marathas

353. In the Central Division the numbers have risen from 48,965 to 63,467, including 6,650 girls. Of these, 136 are in colleges, 1,527 in secondary schools, 61,236 in primary schools, 148 in training institutions, and 420 in other special institutions.

In the Bombay Division, of 31,508 Marathas under instruction, 41 (including 2 girls) are in colleges, 1,680 in secondary schools, 29,632 in primary schools, 39 in training institutions, and 116 in other special schools.

In the Southern Division the numbers rose from 7,366 to 8,080, of whom 5 were in colleges, 505 in secondary schools, 7,547 in primary schools, 16 in training institutions, and 7 in other special schools.

Kunbis and other Cultivating Classes

354. Apart from Marathas (strictly so called) there are in the Central Division 39,301 Kunbis and other cultivating classes under instruction, of whom 11 are in colleges, 929 in secondary schools, 38,268 in primary schools, 37 in training institutions, and 56 in other special schools.

There are five hostels for Kunbis in East Khandesh (three at Jalgaon, one at Chopda, and one at Thorgavan) providing accommodation for 135 boarders. In the Poona District the hostels at Palasdev, Alandi, and Baramati, and two hostels at Kale and Dudhgaon in the Satara District, accommodate about 200 boys.

In the Bombay Division 27,074 pupils belong to this class, of whom 3 are in colleges, 1,332 in secondary schools, 25,526 in primary schools, 32 in training institutions, and 181 in other special schools.

In the Southern Division out of a total of 15,726 pupils of this community 70 are in secondary schools and 15,656 in primary schools.

In the Northern Division these classes are represented chiefly by the Kolis of the Ahmedabad, Kaira, and Panch Mahals Districts. They are generally known as Dharalas in the latter two Districts. Out of 40,336 pupils of this community under instruction, 41 were in colleges, 1,112 in secondary schools, 39,015 in primary schools, 116 in training institutions, and 52 in other special schools. A special school is maintained for them at Ambali (Panch Mahals). The school was first started at Vejalpur in 1919 but was transferred to Ambali in 1920 to enable boys to take advantage of the Agricultural farm maintained by Government at the place.

Artisan Classes

355. Of 18,820 pupils of this community under instruction in the Central Division, 18 are in colleges, 334 in secondary schools, 18,244 in primary schools, and 159 in other special schools. In the Northern Division, of 17,406 pupils, 33 are in colleges, 666 in secondary schools, 16,589 in primary schools, 50 in training institutions, and 68 in other special schools. In the Bombay Division, out of 9,620 pupils, 20 are in colleges, 457 in secondary schools, 9,120 in primary schools, 14 in training institutions, and 9 in other special schools. In the Southern Division there are only 5,012 pupils, of whom 20 are in colleges, 142 in secondary schools, 4,849 in primary schools, and 1 in special schools.

Lingayats

356. The bulk of these are in the Southern Division and some in the Central Division. In the Southern Division generally speaking they take the place of Marathas as agriculturists. Out of a total of 64,249 Lingayats, 55,157 are in this Division, of whom 89 are in colleges, 1,854 in secondary schools, 53,036 in primary schools, 103 in training institutions, and 75 in other special schools. In the Central Division out of a total of 8,400 Lingayats, 60 are in colleges, 227 in secondary schools, 8,028 in primary schools, 12 in training institutions, and 73 in other special schools.

In paragraphs 159, 164, and 167 of Chapter VI on Primary Education I have dealt with some of the main problems of the education of the Agricultural Classes, who chiefly comprise the communities dealt with in this Chapter. I have referred to the great awakening of the community in the Deccan and the Konkan, a movement which is both religious, political, and social. It is to be regretted that comparative figures showing the increase in the number of pupils for the last five years are not forthcoming.

Teachers

357. The leaders of the community have been for some time past pressing on Government the desirability of the increased employment of teachers of the community in rural schools. I give below the number of teachers of every class, both trained and untrained, in District Local Board and Municipal Primary Schools in

the Central Division and Bombay Division for the commencement and end of the quinquennium :—

	Intermediate.			Backward.			Mahomedans.			Advanced communities.		
	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.	Brahmins.	Others.	Total.
Central Division.												
1916-17 ..	529	1,474	1,994	39	191	230	186	384	570	3,431	738	4,169
1921-22 ..	958	1,665	2,623	41	241	282	294	442	736	3,858	692	4,550
Increase per cent.	..	..	31·5	..	..	22·6	..	..	29·1	11·7	.	9·0
Bombay Division.												
1916-17 ..	154	440	594	21	160	181	24	493	517*	2,301*	.	..
1921-22 ..	259	634	893	36	226	262	159	699	858*	2,771*		
Increase per cent.	..	..	50·3	..	..	44·7	..	..	65·9	20·4	.	..

*Includes teachers under Bombay Municipality.

It will be seen that in the Central Division, while the Brahmin teachers have increased by 11·7 per cent, those of the Intermediate classes have increased by 31·5. It will also be seen that the total number of teachers of the Intermediate and Backward classes (including Mahomedans) now numbers 3,641, a figure which is within measurable distance of the total number of those of the Advanced classes—4,550. In the Bombay Division the number of teachers of the Intermediate classes have risen by 50·3 per cent and those of the Backward communities by 44·7 per cent, against an increase of only 20·4 in the Brahmin teachers. I am unfortunately unable to give similar figures for the Southern Division, but I notice that of the 347 new teachers employed in the Southern Division in 1921-22 the non-Brahmin Hindus were 158 against 109 Brahmins. These figures should, I think, go far to answer the complaints which are commonly levelled against the Department that it fails to do justice to the claims of the Intermediate and Backward communities for appointments in the Primary Schools.

III.—Aboriginal and Hill Tribes

358. The total number of pupils of this class under instruction is 12,131, of whom 53 are in secondary schools, 12,038 in primary schools, 22 in training institutions, and 18 in other special schools.

Central Division. 359. In the Central Division in spite of the special measures taken, which include the provision of 22 special schools with boarding houses attached, in which stipends are given, the numbers only rose from 2,859 to 2,862, of whom 11 were in secondary schools, 2,837 in primary schools, 3 in training institutions, and 11 in other special schools. The Central School at Akola in the Ahmednagar District for Koli boys has a hostel attached to it constructed out of the funds of the Sir Sassoon David Charities, and has on its staff a trained Koli assistant. Nandurbar and Kukarmunda in West Khandesh have Central Schools (for Bhil boys) with hostels attached to them and the results achieved by these institutions are encouraging as they have turned out seven Vernacular Final men and two trained teachers during the quinquennium. Last year thirteen candidates appeared for the Vernacular Final Examination, of whom 7 passed. There are, in all, 46 Bhil teachers working in special schools for the hill tribes. Arrangements are being made to start a hostel at Dhadgaon from the special allotment made by Government for the education of Backward communities. An itinerant teacher has been appointed to supervise Bhil schools in West Khandesh ; he travels over four talukas and is reported to have succeeded in increasing the attendance and making it more regular. The question of introducing special Primers for the Bhil children of West Khandesh in their own Bhili dialects has been under consideration. The Reverend F. Hedberg of the Swedish Mission has with the help of funds supplied by the District Local Board undertaken a survey of the different languages spoken by the Bhils.

Bombay Division. 360. In the Bombay Division the number of children of this class increased from 3,583 to 4,060. There are now in all 80 schools and 5 classes for Aboriginals, containing 2,387 children, against 2,120 children in the preceding year, in addition to 1,673 children in other schools. Of the children under instruction 19 attend secondary schools, 4,031 primary schools, 3 training institutions, and 7 other

special schools. There is a boarding school for Katkaris and Thakurs at Ner in the Kolaba District. A carpentry class is attached to this school. It cannot be claimed that the school has proved a success, few boys having completed even the IVth standard. The annual cost of the school is Rs. 3,461 and it cannot, I fear, be pretended that full value has been received for this expenditure. There is a boarding school for children of Aboriginals and Hill tribes at Peint in the Nasik District. It is attended by 19 boarders, who receive stipends of Rs. 8 per mensem. There is a special itinerant teacher who supervises these schools and also visits other schools for hill tribes in Peint Taluka. He is reported to have improved the attendance in these schools, which have risen in numbers from 13 in 1916-17 with 1,021 pupils to 25 in 1921-22, with 1,456 pupils.

361. In the Thana District efforts have been made ever since 1902 to maintain special schools for the children of the hill tribes. In 1902-03 there were 4 schools in the Mokhada Peta with 113 pupils. The subsequent growth is shown in the following table :—

	1902-03.	1906-07.	1911-12.	1916-17.	1920-21.	1921-22.
Schools	4	14	18	18	24	24
Pupils	113	761	997	667	738	738

The decline in the quinquennium 1912-13 to 1916-17 was attributed to economic causes when owing to the abnormal increase in the price of food stuffs and the cost of living owing to the War the poor children of hill tribes had to leave school to earn a living and to assist their parents.

362. The Central School at Mokhada with a hostel attached to it was started in 1904. The hostel is attended by four boys who are paid monthly stipends of Rs. 7 each. These boys are prepared for the Vernacular Final Examination. During the last ten years, the school prepared and sent up for the Vernacular Final Examination 36 boys, of whom 17 were successful. Of the 17 passed students, 12 are teachers at present, two died, two left service, and one is now under training. Of the 32 teachers working in the Peta, 17 are Kolis or Thakurs, three or four are from advanced classes, while the rest belong to other backward classes. This year two Koli teachers have been deputed to the Training College at Dhulia and two are in the Training School at Umbergaon. During the year the school sent up 11 boys for the Vernacular Final Examination, of whom eight were successful. Every endeavour is made to appoint local suitable men, preferably of hill tribes and backward classes, as teachers for the Peta schools. To secure regular attendance, money rewards of annas four per mensem are given to children. Special prizes and money rewards are also given for passing the annual examination. The Taluka Master of Mokhada is supposed to visit all the schools in the Peta and to keep a general supervision over them. He receives a special allowance for this work.

In the entire district the number of these schools rose from 29 to 36. The number of pupils in them is 990 and the total expenditure Rs. 19,012.

Considering the comparatively large expenditure which has been incurred during the last 20 years on these schools the results, especially during the last ten years, have been disappointing. I consider this to be due chiefly to the failure of those directly responsible for the schools to exercise adequate supervision over them. Without constant attention and close supervision it is useless to expect such schools to prosper.

363. More successful have been the efforts made in the Northern Division during the last 20 years or so for the education of these classes, represented by the Bhils of the Panch Mahals, the Bhils and Talavias of Broach, and the Kaliparaj of the Surat District. The total number of children attending schools is now 4,450 (all in primary schools). The figures given in the last Quinquennial Report were erroneous, as including the Kolis and Dharalas of the Ahmedabad and Kaira, who are now more correctly classed as Intermediate. *Northern Division*

364. Great efforts were made in the last decade of the last century to promote education among the Kaliparaj, a purely aboriginal tribe, akin to the Bhils, living in the half forest tracts of the Surat District. Trained teachers were sent to the

villages inhabited by these people. The teachers seat mostly belonged to the advanced classes and it was commonly reported that, in their anxiety to get away from such uncongenial surroundings, so far from trying to make the schools successful they directed their energies towards getting them closed. It was then decided to establish a Central School to educate Kaliparaj youths to serve as teachers in Kaliparaj villages. Such a school was started in 1904 at Godsamba in the Mandvi taluka, some 50 boys being collected to be put through the higher vernacular standards and prepared for the Vernacular Final Examination. The success of this school has, as I have before reported, been phenomenal, no less than 138 boys having passed the Vernacular Final Examination since it was opened. The boys from this school have always stood particularly high in the examination, and on three different occasions one of them stood first in the examination for admission to the Training College at Ahmedabad, competing against some 500 others, mostly of the most advanced communities of Gujarat. This phenomenon is one that should prove of great interest to the student of heredity. Of the 138, who have passed the Vernacular Final Examination, 19 have been trained, and there are now 70 serving in village schools. A full account was given of this school in the Quinquennial Report for 1902-07. A second school of the same kind was opened in 1919 at Khergam in the same District.

365. A similar school exists at Dohad in the Panch *Mahals for Bhil boys*. Sixty-three boys from this school have passed the Vernacular Final Examination since it was opened in 1907. In addition to the ordinary primary curriculum the boys are given instruction in agriculture under the supervision of the Agricultural Department, who maintain an instructional farm at Dohad.

366. From the Diwa Central School in the Broach District for Bhils, Talavias, and Kolis, 117 boys have passed the Vernacular Final Examination since the school was started in 1905. The Educational Inspector reports:

"I visited Godsamba, Khergam and Dohad schools during the year and found them to be in an efficient condition. I found the progress and behaviour of the boys to be very satisfactory. The boarders appeared to have picked up habits of regularity, sobriety, and industry which are unknown to these classes. I found them very clean and I was told when they returned home they detested drinking and smoking in which the community indulged. It is clear that the schools have done much good to the community. But as stated above the original aim of starting these schools was preparing teachers for these backward classes. This aim has been fulfilled to a great extent. Almost all schools mainly attended by these classes are now under these teachers and there is not much further room for their employment. They are also employed in other schools but owing to the inherent prejudices of higher castes against the Kaliparaj and other backward classes they are not very popular and successful nor do they find themselves in their element.

"The question is, therefore, what is to be done with the scholars trained in these schools. There is not much room for their employment as teachers now unless and until compulsory education is introduced and a number of schools opened in villages of backward class community. But that does not appear likely to be done in the near future. It is true some Godsamba scholars are appointed as Talatis and some 10 got service in the Forest Department and two or three have joined a technical school. But all cannot be absorbed in that way and if they do not get employment in the Educational or other Departments they may become discontented and may discourage their people from attending these schools. Something must, therefore, be done to turn their energies in other directions."

As I reported last year, the question of the future of these schools is under consideration. They have more than fulfilled their function of providing teachers for the village schools and it seems desirable that the development of agriculture and technical subjects should be proceeded with. This will be a problem for the new School Boards to tackle.

Southern Division and Sind.

367. In the Southern Division the number decreased from 242 to 224, all of whom are in primary schools. Four special schools and one class are maintained for them and these contain 89 pupils, the rest being in ordinary schools. In Sind there are only 23 pupils studying in ordinary primary schools.

IV.—Depressed Classes

368. The total number of children of the Depressed Classes, or Untouchables, increased from 30,568 in 1916-17 to 38,266, including 4,565 girls. Of these, 37,050 are in public and 1,208 in private institutions. Of those in public institutions one is

in a college, 252 are in secondary schools, 36,684 in primary schools, 31 in training institutions, and 90 in other special schools.

369. In the Central Division the number rose from 11,412 to 17,269. The Educational Inspector, C. D., reports that:— *Central Division*

"The number of Depressed Class schools and classes is 182 with 6,856 pupils (6,094 in 1916-17) in them and the number of these in other schools is 10,413 (5,318 in 1916-17). This shows that the number of Depressed Classes in ordinary schools has nearly doubled whereas in the special schools there is only a small increase. Last year 63 candidates from these classes in ordinary schools appeared for the Vernacular Final Examination, of whom 32 came out successful. Sixteen candidates, however, applied for admission to the Training Schools and eleven were admitted. One hundred and eighty-five teachers belonging to the Depressed Classes are working in other special schools or classes attached to the ordinary schools. Until these special schools disappear there can be no really popular or National education in India. Meanwhile they are doing useful work by trying to inculcate cleanly habits."

A special officer has been appointed to look after the education of the Depressed Classes for three of the districts of this Division. Government have recently sanctioned a hostel for 50 Depressed Class boys attending schools, chiefly secondary schools; it is to be located in Poona. The boys are to be lodged and fed at Government expense. The Depressed Classes Mission, Poona, have a hostel of their own, aided by Government.

370. In the Bombay Division the total number under instruction is 8,602 against 7,601 in the preceding year. There are, in all, 113 schools and 23 classes for these classes, with 5,342 pupils in them. The Boarding School at Khardi (Thana District) under the supervision of a third year trained Mahar teacher is reported to be doing very well. Most of the private schools for these classes are maintained by Missions. The Depressed Class Mission, Bombay, maintains a boarding house and an anglo-vernacular School with 17 pupils, four primary schools with 355 pupils, one night school with 26 pupils, and one industrial school with 17 pupils. *Bombay Division*

371. In the Northern Division the total number of children in public institutions increased from 5,825 to 6,069. There were in all 72 special schools and nine classes with an attendance of 2,674 pupils. The Depressed Classes in this Division consist chiefly of Dheds and Bhangis. There are 16 Depressed Class teachers in this Division, of whom seven are trained. Two passed the Vernacular Final Examination this year. *Northern Division*

372. In the Southern Division the total number in public institutions rose from 1,450 to 4,594. There were 86 schools and 23 classes specially maintained for these classes. Twenty six candidates appeared for the Vernacular Final Examination, of whom 13 passed. Twelve trained teachers of this class were sent out from the training institutions for employment in the districts. The progress in the quinquennium has been very considerable, the numbers having increased from 1,450 to 4,594. The increase is due to the efforts of the Depressed Class Mission and the M. E. Mission, which have opened 36 indigenous schools for the benefit of these classes. *Southern Division*

373. In Sind the number decreased from 671 to 515, of whom seven are in secondary schools and 508 in primary schools. There are seven special schools. *Sind*

374. There are 426 teachers belonging to these classes serving in different schools of the Presidency. Seventy of them are trained. In the year under report 97 pupils appeared for the Vernacular Final Examination, of whom 44 passed. Seventeen were selected for training in the different training institutions. *Teachers*

375. There has been a great awakening among the various Depressed Classes during the last few years, coupled with a desire for education. In the Marathi-speaking districts of the Deccan and the Konkan this desire for improvement has been helped and fostered by the movement of the other less advanced Hindu Communities. In the Northern Division the demand for the removal of untouchability has played an important part in the more advanced political programme. It is, however, a fact that it is in Gujarat that the prejudices against these classes remain the strongest. The movement owes much, of course, to the endeavours of the various Christian Missionary Societies, who have been striving for many years for their emancipation and education. Similar good work has of late years been done by non-Christian Societies, foremost among whom must be mentioned the Depressed Class Mission Society, which has its head-quarters in Poona, with branches in

Bombay and Hubli (Dharwar District). The movement has received genuine help from many members of the higher communities. It would be idle to pretend that prejudices do not still exist, though it is doubtful whether the bar of untouchability has ever been so potent in this Presidency as in certain other parts of India. It is, however, a fact that these prejudices have grown weaker and are fast decreasing.

V.—Criminal Tribes

376. The total number of pupils in public institutions increased by 4,058 to 5,406, of whom 6 were in secondary, 5,234 in primary, 3 in training, and 163 in other special institutions. In the Central Division the number rose from 2,254 to 2,370. The number of special schools for these tribes is 36, with an attendance of 1,477 children. Eight candidates appeared for the Vernacular Final Examination, of whom three passed. The American Mission at Sholapur manages two Criminal Tribes Settlements, which provide instruction for 935 pupils.

In the Bombay Division there are 58 pupils—four in secondary and 54 in primary schools—under instruction in ordinary schools.

In the Northern Division the total number under instruction is 262. A special school for Waghris was opened in 1918 at Uttarsanda in the Kaira District on the lines of the Dohad Bhil school. It has accommodation for 24 boys and they are taught standards VI and VII as in other Central schools. These boys are given free boarding, lodging, and education as in other Central schools. Since its opening in 1918 the school has passed five boys at the Vernacular Final Examination, of whom three are serving as teachers in Local Board schools. One Waghri girl passed the Vernacular Final Examination in 1920 and has been admitted to a training school.

In the Southern Division the number under instruction is 2,631. There are 20 Government schools for the benefit of these classes controlled by the Settlement Officer. They have an attendance of 1,640, of whom 1,488 belong to the Criminal Classes. The distribution of the schools is as under :—

District.	Number of schools.	Attendance.
Dharwar	8	754
Belgaum	3	260
Bijapur	8	600
Kanara	1	26
Total ..	20	1,640

Of the 20 schools, one is a girls' school, with an attendance of 266 pupils, 9 are day schools, with an attendance of 977, 7 are night schools, with an attendance of 252, and 3 industrial schools, with an attendance of 155 pupils. Mr. Perry, Criminal Tribes Settlement Officer, Bijapur, contributes the following report on the progress of education in Criminal Tribes Settlement schools during the quinquennium.

"Under the rules under the Act (III of 1911) it is an offence for a settler not to send to school his children of school-going age and pressure is brought upon defaulting parents in various ways. Employment in mills being the staple occupation, it is frequently impossible to retain children at school after 10. But when the new Factory Act comes into force, this will be raised to 12. Night schools are provided for half-timers and are attended by numbers of the younger men, up to the age of 21. Many difficulties, accommodation being perhaps the chief, have prevented compulsory education being completely enforced, but the net has been drawn tighter and the number of those who escape should in future be negligible.

"The standard of education has been kept low by the limitations of the children and their home-life and the difficulty of obtaining good teachers. The great difficulty has been to pass children out of the infant's class to the first standard. The appendix shows that this difficulty is being overcome. Trained teachers now seem to feel no prejudice against working in Settlement schools though a suitable staff has not yet been obtained in the Berad Settlements in the Belgaum and Kanara forest tract.

"The superior supervision is now very satisfactory. The large Settlements at Sholapur and Hubli and the smaller Settlements at Baramati and Gokak are under the management of Missions who have provided for education on a generous scale, whole time Lady Superintendents working at Hubli and Sholapur. The recent appointment of a Lady Superintendent—Mrs. Lamb for the Government Settlements is proving of great value.

"School buildings, of a cheap but airy and comfortable type, have now been erected at most of the Settlements. The deficit in accommodation has been largely overtaken, but many schools are overcrowded and others are in hot and ill-protected temporary sheds. Further advance has to wait upon an improvement in Provincial resources. Baths for the children have been put up at many Settlements, the large Settlements have now all good play grounds, and small gardens for school children are given wherever there is an adequate water-supply. Teachers' quarters have been provided close to the Settlements and the whole staff is expected to take an interest in the children outside of school hours. The inculcation of cleanliness is the first lesson in Settlement schools. Bathing, the dressing of girls' hair, sewing, cooking, first aid, and simple lessons in sanitation and hygiene form part of the curriculum. Boys' clubs are being started. Expeditions and camps are occasionally arranged and a yearly exhibition with a challenge shield for the best school work, is held. A magic lantern is much in use, humorous, topographical and hygienic slides are shown and are well understood and appreciated.

"Manual training has been much developed recently at most Settlement schools. Originally boys were assisted to become apprentices to masons and carpenters in the towns. This system still holds but latterly sloyd classes have been held regularly in most of the Settlements. Thus at Bijapur 38 boys are under instruction. They work on sloyd tables provided from the Sholapur High School by the Director of Public Instruction under the supervision of the sloyd master at Bijapur High School. Hubli Settlement has just obtained a full time sloyd master. Paper sloyd is also taught and is begun now at the second standard. The object of the training is utilitarian to enable the boys to attain superior positions in the mills and workshops and as independent craftsmen.

"Quite a number of Settlement children attend municipal and private schools. Two or three have obtained teachers' posts in Settlement schools. The total number of children attending Settlement day schools has been as under :—

	1917.	1918.	1919.	1920.	1921.
Number of pupils	968	1,123	1,381	1,826	2,067

and the recurring expenditure for the last year on all Settlements (including Mission Settlements) on education was Rs. 43,395."

In Sind the number rose from 56 to 85, all of whom attend primary schools. The Hur school at Sanghar (Thar and Parkar District) has 27 boys, of whom 22 are Hurs. The Koran is taught along with other school subjects and the school is reported to be doing very fair work. Two Hurs have passed the Vernacular Final Examination and are serving as teachers in District Local Board schools. Sixty-three children belonging to these tribes attend ordinary schools.

377. There are 20 teachers of this class serving in different schools. Two of them are trained. Out of 14 pupils sent up for the Vernacular Final Examination 6 passed. Two were selected for training in training institutions. *Teachers.*

VI.—Special Facilities

378. Twenty-four scholarships of the value of Rs. 20 per mensem tenable for four years in Arts Colleges have been sanctioned as an experimental measure. Four are specially reserved for the Depressed Classes. Twenty are for the Marathas and other Backward Classes, excluding Mahomedans and Depressed Classes. Twelve special scholarships are reserved for the Backward Classes in the Colleges of Medicine, Engineering, and Commerce, of the value of Rs. 25 per mensem (Rs. 30 in the case of Sind) tenable for the full period of the college course. Of these, four (one for each Division—Central Division, Northern Division, Southern Division, and Sind) are reserved for the Depressed Classes. One hundred and forty scholarships in all (*i.e.*, 20 tenable for seven years) are open for children of the Depressed Classes studying in secondary schools. The value of the scholarships is Rs. 10 per mensem in Standards I—III, Rs. 12 in Standards IV and V, and Rs. 15 in Standards VI and VII. With the introduction of these scholarships the existing Middle School Scholarships—one for each district—of Rs. 5 per mensem tenable for three years for these classes have been abolished. The holders of these scholarships will, if necessary, be granted free-studentships, provided they attend Government secondary schools. Government have also sanctioned the opening of a free hostel for 50 Depressed Class boys in Poona, but the boys in this hostel will be excluded from the benefits of the special scholarships scheme. In Primary schools 30 scholarships in Standards V to VII per district in the Presidency are awarded to pupils of these classes. Each scholarship is of the value of Rs. 5 per mensem and is tenable in a

recognised primary school. Besides, Government have sanctioned Rs. 10,000 for the free supply of books, slates, etc. to pupils of the Depressed Classes studying up to the Vernacular IVth Standard in District Local Board schools.

In District Local Board and Municipal primary schools all Backward Class children are admitted free, but in secondary schools no special exemptions are given.

Government have recently sanctioned a scheme of special scholarships for Backward Classes and for Mahomedans in the Presidency proper in secondary schools in lieu of the present High and Middle School Scholarships for these communities. The value of these scholarships will be Rs. 8 for Standards I, II, and III, Rs. 10 for Standards IV and V, and Rs. 12 for Standards VI and VII. The new scheme will be brought into effect from 1st March, 1924, though the existing scholars belonging to these classes will be paid at the enhanced rates from 1st March, 1923, provided they satisfy the conditions attached to the new scheme.

CHAPTER XVI

EDUCATION OF DEFECTIVES

Paucity of facilities

379. In 1920 the Bombay Government appointed a committee consisting of educational officers, managers of schools, persons specially qualified to give expert opinion, and representatives of educational and charitable societies interested in the subject of the education of defectives. The committee made various useful recommendations, which were approved generally by Government, who desired that an effort should be made to induce private and public bodies to start schools for defectives on the basis of a grant-in-aid not exceeding two-thirds of the total expenditure or the difference between the total expenditure and the local assets, whichever was less. It was also decided that for the instruction of the blind English Braille should be applied to Urdu, as it has been already applied to Marathi and Gujarati, it being considered desirable to have a uniform system for the whole Presidency.

Institutions

380. The existing provision for the instruction of blind and deaf-mute children in this Presidency consists of two schools for the blind in Bombay City with 89 pupils against 84 in 1916-17, and 4 schools (2 in Bombay City, 1 in Ratnagiri, and 1 in Ahmedabad, the school for deaf-mutes at Poona being closed), with 91 pupils against 86 in 1916-17. All the schools are residential institutions, but four of the institutions in the Bombay Division admit day pupils also. The total number of persons between the ages of 5 and 15 who are blind is, according to the census of 1921, 3,154; that of deaf-mutes of similar age is 3,068. On the basis of these figures only 2·8 per cent of the blind of school-going age and 3 per cent of deaf-mutes of the same class are provided for. In three out of the five divisions of the Presidency no provision exists. The question of opening a school for the blind at Karachi is under consideration. All the schools are managed by private bodies, which receive grants from Government and Municipalities.

Expenditure

381. The total expenditure on the schools amounted to Rs. 44,403, of which Rs. 17,618 was met from Provincial revenues, Rs. 8,331 from Municipal funds, and the balance Rs. 18,454 from endowments and subscriptions.

Teachers

382. The Victoria Memorial School for the Blind, Bombay, has a trained teacher of Gujarati, Marathi, and English Braille, while the Deaf-mute institution at Ahmedabad has a head master trained at the Calcutta deaf and dumb school. There are no other trained teachers, and no systematic arrangements exist for training teachers on scientific lines.

Manual and Vocational Training

383. Cane and bamboo work, tailoring, embroidery, painting, typewriting, carpentry, drawing, music, bead work, and hand spinning are commonly taught.

After care.

384. Attempts are made to get the ex-pupils employment as far as practicable. These efforts are generally successful. The Victoria Memorial School for the Blind, Bombay, provides its ex-pupils with raw materials and other articles to enable them to earn their livelihood. The fact, however, is that the blind can as a rule earn more by mendicancy than by following a craft, and it is further said that those who have once tasted the joys of the road are loath to settle down to a life of humdrum toil. Many of the blind become musicians and find ready patronage in private houses in Bombay.

385. This is not the place to deal with the question of the prevalence of blindness or of the preventive and remedial measures required to lessen its frequency. But in view of the fact that the malady is often directly due to faulty lighting, faulty seating, and faulty methods of reading and writing in schools, the matter is one with which the educationist is very closely concerned. It is in the school too that the malady can be diagnosed in its early stages and through the school that the required treatment can be recommended or provided for. Medical inspection is therefore of the greatest value for dealing with the matter, and it is to be regretted that the six Medical Inspectors appointed to the Educational Department in 1921 have had for financial reasons to be discontinued. Associations such as the Bijapur Blind Relief Association and the Indian Association of Workers for the Blind are doing much for the prevention and relief of blindness and such societies can do much useful work in and through the schools. *Measures for prevention of blindness*

CHAPTER XVII

REFORMATORY SCHOOLS

386. There are three Reformatory schools in the Presidency :—(1) at Yeravda, near Poona, (2) at Matunga, near Bombay, and (3) the Willingdon Home Reformatory, Byculla, Bombay. The number of pupils in them and the average cost per pupil are shown in the following statement. *Institutions*

	Number of pupils.		Average cost per pupil.	Remarks.
	1916-17	1921-22		
			Rs.	
Yeravda	91	172	244	
David Sassoon Reformatory School, Matunga ..	187	324	264	
Willingdon Home, Bombay	....	21	407	Started in 1918.
Total ..	278	517	....	

387. The management of reformatories is under the Department of Public Instruction, the fact thereby being recognised that they are schools for the education and reform of boys and not jails. Trades are taught, with a certain amount of school instruction, and a considerable amount of freedom is permitted to the boys. *System of Training*

388. This is a Government institution, under the direct management of the Department, assisted by a board of visitors. In 1921 there was a case of somewhat serious disciplinary trouble, which, however, was quickly dealt with. Under the new Superintendent there has been a remarkable change in the tone of the institution and in the general disposition of the boys. The incidents to which I refer show the paramount importance of the selection for such institution of a Superintendent of the right type—a man of sympathetic character, who commands obedience and respect by his personality. I quote the following remarks from the report of Mr. B. H. Kazi, the present Superintendent :— *Yeravda Reformatory*

"The boys are allowed as much freedom as is consistent with the maintenance of school discipline. They get all the holidays which are granted to the secondary schools of the Presi-

dency: these holidays are fully enjoyed as they are usually spent in rest, games, or walks to interesting places in the neighbourhood. Sweets as well as fruits produced in the school gardens are also occasionally supplied on Hindu and Moslem Holidays.

"School games, *viz.*, cricket, football, atyapatya, khokho, gymnastic exercises, and drill are played regularly every day strictly in accordance with the rules of the respective games, each under the direct supervision of a teacher, the Superintendent himself taking part in football and keeping general supervision over other games. A river being not far from the school, boys are taken in small batches to swim there generally on Sundays, when the Superintendent himself accompanies the party.

"Outside work is taken, *e.g.*, motor-painting, carriage-repairing, etc. Moral instruction is regularly imparted on Saturday afternoon, while the system of monitors for class-rooms and dormitories and captains for playground has proved very helpful in improving the tone of the school.

"The boys receive instruction in carpentry, smithing, book-binding, agriculture, and gardening.

"Literary education is given up to standard V in Marathi and Gujarati."

David Sassoon Reformatory

389. This institution contains 324 boys. Instruction is given in Marathi and Gujarati up to the 4th Standard and in English up to Standard III. In addition, drawing, gardening, carpentry, smithing, cane-work, painting, etc., are taught, while 100 boys are sent daily to learn spinning and weaving in one of the local mills. The conduct of the boys is reported to have been generally good. Drill is taught on alternate days, and religious instruction is imparted to Hindus and Mahomedans after school hours. There is a mark system under which marks are given to each boy according to his general work and conduct and a small sum of money is given proportionate to the number of marks to his credit. Short leave is granted to well-behaved boys to enable them to see their parents.

Willingdon Boys' Home Reformatory

390. This institution is managed by the Salvation Army Mission and is principally intended for boys of the city of Bombay and of the Northern Division of this Presidency. It contains 21 boys. The reformatory has a school in which reading, writing, arithmetic, drawing, and drill are taught, with practical instruction in weaving, fitting, laundry work, gardening, and waste paper sorting. The boys are assisted in obtaining suitable employment before they are discharged.

Prison schools

391. The Borstal Institution (Juvenile Jail School, Dharwar,) is intended for juvenile offenders from the age of 15 to 21 years. It is under the management of the Jail Department. The boys are taught up to standard III in Urdu, Gujarati, Marathi, and Kanarese. Besides literary subjects the boys are taught carpentry, smithing, masonry, gardening, pottery, cobbling, and cane-work. The institution has made a name for furniture and the orders received are more than can be conveniently coped with. The Superintendent reports:—

"Every boy who has proved himself a good carpenter is given a set of tools on release and employment found for him if he so desires. But most of the boys prefer to return to their villages and carry on their trade. We try to keep in touch with them as long as we can, but eventually they drift out of sight and it is here we are handicapped for want of an association to see to the after-care of these lads.

"The Borstal system seems to be a success, as very few except the really bad hats ever return and even some of these have lately passed out of this institution as reformed citizens and I hear are doing well at the trade they have been taught."

A serious defect in our reformatory system is that no discrimination is exercised in the class of boy that is sent to the reformatory schools. The majority by far are boys of normal temperament, whose criminality is due to environment. Such boys readily respond to the influence of the reformatory system, of which an ordered life with firm but sympathetic control is the main characteristic. But a few boys also possessing criminal tendencies, who should more properly be treated as defectives, get admitted. Such boys are themselves not susceptible to education and exercise a bad influence on the other boys. It is very desirable that means should be provided by which a reformatory can rid itself of such undesirables.

392. The following table gives information regarding the after careers of discharged boys :— *After careers*

Bombay Presidency.

—	Number who left the School in the last five years.	Number traced.						Untraced.
		Employed.	Unemployed.	Reconvicted.	Placed under Police surveillance.	Died.	Total.	
Yeravda Reformatory ..	145	77	22	11	..	..	111	34
David Sassoon Industrial and Reformatory Institution, Matunga ..	300	204	63	3	..	6	276	24
Willingdon Home for Released Prisoners and Reformatory Boys, Byculla ..	263	101	..	1	..	4	106	157
Juvenile Jail, Dharwar ..	836	..	..	6	88*	..	94	742
Total ..	1,544	382	85	21	88	10	587	957

* Sent to Willingdon Home for Released Prisoners and Reformatory Boys, Byculla.

393. This Society was started in Bijapur in July, 1915, with the object of getting prisoners released conditionally who by nature of their offence, their conduct, and their age commend themselves to the Society. The Society does not however ask for the release of any prisoner until he has served two-thirds of the term of his sentence and during this time has given satisfaction by his conduct in the jail to the jail authorities. The Society stands surety in the cases of prisoners who have to go to jail for conviction under Chapter VIII of the Criminal Procedure Code on the recommendation of the Magistrate. But such persons for whom the Society stands surety have to live in Bijapur under the supervision of the secretaries, who find work for them according to their capacity and provide lodging for them. The Society maintains them until they are able to maintain themselves. The Society also gives monetary aid to suitable released prisoners to go to their native places. During the year 1921 the Society gave relief to 22 prisoners and monetary aid to 32 released prisoners. During the year 20 lectures were delivered to the prisoners in the jail on moral and religious subjects by Mr. Shriguppi, an assistant teacher in the Bijapur High School. The Society receives Rs. 300 as grant-in-aid from Government. *Released Prisoners Aid Society*

The Sheppard After-Care Association continues to give help to boys discharged from the Reformatory who have no home or relations to go to. The Auxiliary Home in connection with the Association has given shelter to about 100 such boys since its establishment in the year 1917. Ten boys joined the army after their discharge from this Reformatory.

CHAPTER XVIII

PRIVATE INSTITUTIONS

Definition

394. Private Institutions are those which do not submit to inspection by the Department and do not ordinarily send in returns. The use of the term is admittedly not in accordance with common parlance, which would ordinarily include under it all schools under private management. The latter, if not dealt with in this chapter, fall under Aided and Recognised schools. The question of substituting the term "Unrecognised" for "Private" is under consideration.

Private institutions are classed as (1) advanced institutions, which teach a classical language, (2) elementary schools, which teach mainly the vernacular or only the Koran, and (3) other schools of a miscellaneous character.

Figures

395. The following table shows the comparative figures of schools and pupils in the various classes of these institutions in the Presidency and Sind in 1916-17 and 1921-22 :—

		Schools.			Pupils.		
		Presidency excluding Sind.	Sind only.	Total.	Presidency excluding Sind.	Sind only.	Total.
Advanced.							
Teaching Arabic or Persian ..	1916-17	26	84	110	591	1,111	1,702
	1921-22	19	42	61	1,225	767	1,992
Teaching Sanskrit ..	1916-17	14	5	19	431	263	694
	1921-22	23	1	24	514	145	659
Any other Oriental ..	1916-17	4	..	4	144	..	144
	1921-22	3	..	3	86	..	86
Total ..	1916-17	44	89	133	1,166	1,374	2,540
	1921-22	45	43	88	1,825	912	2,737
Elementary.							
Koran Schools ..	1916-17	246	784	1,030	10,267	9,713	19,980
	1921-22	165	369	534	6,433	4,893	11,326
Vernacular only or mainly ..	1916-17	540	40	580	12,193	661	12,854
	1921-22	520	85	605	16,349	1,826	18,175
Other schools not conforming to Departmental standards.	1916-17	91	42	133	4,538	1,207	5,745
	1921-22	284	80	364	27,246	2,031	29,277
Total ..	1916-17	877	866	1,743	26,998	11,581	38,579
	1921-22	969	534	1,503	50,028	8,750	58,778
Grand Total ..	1916-17	921	955	1,876	28,164	12,955	41,119
	1921-22	1,014	577	1,591	51,853	9,662	61,515
Aided Primary Schools ..	1916-17	1,291	657	1,948	70,773	28,119	98,882
	1921-22	1,549	1,141	2,690	84,502	44,218	128,720

The figures for these institutions are only approximate and are based partly on figures supplied by the schools and partly on hearsay report. The number of private institutions decreased during the quinquennium by 285 to 1,591 but that of the pupils attending them increased by 20,396 to 61,515. These institutions are of an ephemeral character and it is difficult to give a satisfactory account of increases or decreases in them.

In the Presidency proper the number of institutions shows an increase, the total decrease being due solely to the large drop in Sind. Again, in the Presidency proper, while "other elementary schools" have risen from 91 to 284, Koran schools have dropped from 246 to 165. The increase is undoubtedly due to the Non-co-operation movement. Paradoxically, the decrease in the return of Koran

schools would also appear to be due to the Non-co-operation and Khilafat movements. It is of course not to be supposed that these movements actually brought about a reduction in the number of such institutions: on the contrary, there is little doubt that the number of Koran schools considerably increased during the quinquennium. But whereas such schools formerly used to submit some sort of returns they now fail to respond to any references made to them. In the same way, it is probable that the increase in "other schools" referred to above does not adequately represent the true position. If all elementary "National schools" were included the total number of "other elementary schools" would be more than 284. The increase in the number of pupils appears to be due to the same causes, the numbers in such schools as it has been possible to obtain information about showing a large increase. The large decrease in the number of Koran schools in Sind is chiefly due to the fact that a very large proportion of the schools returned as "Koran schools" at the last quinquennium have since been registered as Mulla schools. Thus the total number of aided Primary schools in Sind has risen from 657 to 1,141. For comparison sake I have given the figures for aided primary schools at the foot of the statement. It is interesting to note that the number of children in the latter is double that attending what are technically classed as private schools.

Remarks on the so-called National schools will be found in Chapter I.

Classification.

396. The percentage of pupils in private institutions to the total of pupils under instruction in all institutions, both public and private, is 6·4 per cent as against 5·3 per cent in 1916-17. Approximately 37·7 per cent of the pupils are Mahomedans, 60·6 per cent Hindus, 1·6 per cent Indian Christians, and 0·1 per cent "Others". Again of the total number 80·2 per cent are boys and 19·8 per cent girls.

Maktabs, Mulla schools, and Pathshalas

397. Information regarding Maktabs, Mulla schools, and Pathshalas is given in Appendix X.

CHAPTER XIX

TEXT BOOKS, LIBRARIES, PUBLICATIONS, ETC.

Prescription of Text Books

398. All recognised schools are required to select text books from a list of books sanctioned by the Director.

Text-Book Committees

399. Revised rules for the Text-Book Committees were sanctioned in 1920. These created a Provincial Text-Book Committee, with the Director as President, for the consideration of books for use in secondary schools, and five Vernacular Text-Book Committees, with the Divisional Inspectors as Presidents, for the consideration of books in Marathi, Gujarati, Kanarese, Sindhi, and Urdu. The power of sanctioning books has been transferred from Government to these committees, with the proviso that all vernacular books recommended by them for sanction as text books are sanctioned as such by the Director. In case of a difference of opinion between the committees and the Director, the final decision rests with Government. The number of books to be reviewed by the different committees is limited by the rule that no book, English or Vernacular, will be placed before a committee unless an Inspector considers it suitable for Government schools or reports that an aided or recognised school desires to use it. The rules lay down that a book should be definitely sanctioned or rejected within six months of its submission. These rules have resulted in a diminution of work and in a quicker decision being arrived at on books submitted by publishers. The committees meet once a quarter. The Vice-Principals of Training Colleges are now freed from the preliminary review of publications received for consideration by the Text-Book Committees and are thus better able to attend to their legitimate duties in the Training Colleges. They have now only to prepare the press copies of new editions of Departmental text-books in the different vernaculars.

Production of Text-Books

400. During the quinquennium two special committees have been appointed by the Department—one to revise the Sindhi Readers so as to make them more acceptable to the Sindhi Mahomedans, and to revise the Readers of the Anjuman Himayat Islam, Lahore, so as to suit the requirements of purely Mahomedan

schools, and the other to prepare Urdu translations of the Departmental Vernacular Readers, with such additions and alterations as may be necessary to bring them into close harmony with Mahomedan sentiment. A consultative Committee of Mahomedans, officials and non-officials, has also been appointed, to which the translations made by the Urdu Translation Board are referred for opinion. The first committee has finished its work, while the second is expected to finish by March, 1923. Besides these, an officer was put on special duty to compile Science Manuals to be translated into the different vernaculars for the use of primary teachers. Dr. Burns of the Agricultural Department was specially selected to adapt Mr. Thompstone's book on Nature Study for use in primary schools. At the instance of the Department Mr. G. M. Deshmukh has compiled a book on Hygiene and First Aid for use in vernacular schools.

Supply of Books

401. The contract with Messrs. Macmillan & Co. for the publication and sale of the Departmental Vernacular Reading Series was renewed in 1918 for a term of 7 years. (The publishers are bound under an agreement with Government to stock and provide for a continuous supply of the Readers at a price fixed by Government.) Tenders have now been publicly invited for the publication of the series for a term of ten years.

Libraries

402. All colleges and schools possess libraries, those maintained by Government, and specially the older ones, possessing generally large and valuable collections of books. Schools are encouraged to maintain "Boys' libraries" containing books of fiction and light literature and books on travel and adventure.

Public Libraries

403. The following table shows the number of registered public libraries :—

—	In British Districts.	In Native States Territory.	Total.
Northern Division	55	24	79
Bombay Division	68	6	74
Central Division	61	3	64
Southern Division	52	32	84
Sind	25	..	25
Total in 1921-22 ..	261	65	326
Total in 1916-17 ..	227	62	289

Publications

404. The total number of publications registered decreased by 731 to 2,939 (1,677 books *plus* 1,262 issues of periodicals) as compared with the figures for 1916 (2,299 books *plus* 1,371 periodicals). As compared with 1920, books showed an increase of 153 and periodicals of 32. Of these, 2,829 were original works, 2 republications, and 108 translations. Miscellaneous works form nearly half of the total productions (2,939). Next comes religion with 427 books, followed by poetry (386).

The output of vernacular books dealing with matters of general interest is deplorably small. Recognising that the supply of a sound vernacular literature is essential not only for the diffusion of useful knowledge on matters which directly concern the lives of the people but also to assist and encourage the habit of reading after school has been left, Government have resolved to give subsidies to authors who are prepared to produce suitable books. Scarcity of funds has, however, so far prevented them from giving effect to the project.

For financial reasons Government have been forced to withdraw their support to "Indian Education," written specially for the teaching profession in this Presidency. School magazines are conducted in each of the vernaculars (Marathi, Kanarese, Gujarati and Sindhi) and are published by the heads of the four principal training institutions for male teachers. These magazines, besides articles of an educational nature, contain much useful information of a general character. Papers for women teachers are also published by the Primary Training Colleges at Poona and Ahmedabad. In addition to these, a special magazine has recently been started for the use of the Mulla schools in Sind; it is published monthly and deals with social, historical, educational, and agricultural topics.

405. There is a special budget allotment of Rs. 5,000 for the encouragement of literature, Rs. 1,000 being specially reserved for Urdu literature. The expenditure incurred during the past five years on this object amounted to Rs. 20,966-7-7. Besides this, Rs. 9,842 was paid as grants to various literary societies. Of these, the Gujarat Vernacular Society, which publishes useful books (9 being published during 1921) and conducts a literary magazine and a women's annual (the Budhi Prakash and the Mahila Mitra) may be mentioned. The Society has 514 registered libraries and administers 118 Trust Funds of an aggregate value of nearly Rs. 3½ lakhs. The Bombay branch of the Royal Asiatic Society issued 54,934 books and periodicals, examined 4,299 old coins, added 1,539 volumes to its library. The Sassoon Mechanical Institute, Bombay, added 371 books to its library and issued 93,100 books and periodicals to members and visitors. *Patronage*

P. LORY,

Director of Public Instruction.

Office of the Director of Public Instruction,
Poona, 17th July, 1923.

APPENDIX I.

List of persons employed in educational work who proceeded on military duty.

No.	Name.	Designation.	In what capacity military service has been undertaken.
1	Mr. F. B. P. Lory	Acting Director of Public Instruction	Lieutenant, I.A.R.O.
2	,, F. W. Marrs	Assistant Director of Public Instruction	Captain (British Arm).
3	,, J. T. Turner	Vice Principal, Rajkumar College, Rajkot	2nd Lieutenant, I.A.R.O.
4	,, *C. R. W. Griffith	Acting Head Master, High School, Poona	I.A.R.O. *(Deceased).
5	,, F. Ladlow	Inspector of European Schools	Lieutenant, I.A.R.O.
6	,, R. W. Cable	Professor, School of Art	Do. do.
7	,, W. Grieve	Educational Inspector	Do. do.
8	,, R. Marrs	Professor, Elphinstone College	Major, Political Officer, Mesopotamia.
9	,, W. T. Saxton	Professor, Gujarat College	2nd Lieutenant, I.A.R.O.
10	,, M. Hesketh	Educational Inspector	Do. do.
11	,, A. C. Miller	Do.	Do. do.
12	,, W. E. Solomon	Principal, School of Art	Captain (British Army).
13	,, H. Hamill	Professor, Elphinstone College	Major, A. F. I.
14	,, A. C. L. Wilkinson	Principal, Deccan College	Temporary 2nd Lieutenant, I.A.R.O.
15	,, A. C. Farran	Professor, Elphinstone College	Do. do.
16	,, C. J. Sisson	Acting Principal, Karnatak College	2nd Lieutenant, University Co. of I.D.F.
17	,, H. V. Hampton	Vice Principal, Karnatak College	Captain, I.A.R.O.
18	,, H. G. D. Turnbull	Professor, Deccan College	Do. do.
19	,, H. G. Rawlinson	Principal, Karnatak College	Do. do.
20	,, A. R. Burnett Hurst	Late Principal, College of Commerce	I. D. F.
21	,, S. D. Contractor	Personal Assistant to Educational Inspector in Sind.	2nd Lieutenant, Sind Rifles, Karachi Corps, Auxiliary Force, India.
22	,, R. J. Dastur	Head Clerk, Educational Inspector, Sind	Performed garrison duty, Sind Battalion, I. D. F.
23	,, K. B. Bhavnani	Clerk, Deputy Educational Inspector, Hyderabad.	Clerk.
24	,, N. R. Vakilna	Clerk, Educational Inspector, Sind	Head Tally Clerk.
25	,, S. G. Vaidya	Head Clerk, Deputy Educational Inspector, Kolaba.	Clerk.
26	,, D. K. Gosavi	Assistant, Local Board School, Kalvan, District Nasik.	Soldier, 24th Labour Corps, 83 Company.
27	Rev. R. MacOmish.	Professor, Wilson College	Temporary Captain.
28	Mr. R. D. Karmarkar	Professor, New Poona College	2nd Lieutenant, I. D. F.
29	,, D. B. Deodhar	Do.	Do. do.
30	,, D. G. Ross	Superintendent, Scottish Orphanage, Malim.	Went to East Africa; received a commission; owing to ill-health was recommended for a commission in England.
31	,, Mildmay	Teacher, Catholic High School, Bombay	Received a commission in Kitchener's Army.
32	,, Capper	Do. do.	Received a commission in Kitchener's Army in the I.A.R.O.
33	,, F. S. Rodda	Do. do.	Wounded in Flanders in December, 1915 and sent home; now in the Army Service Corps.

No.	Name.	Designation	In what capacity military service has been undertaken.
34	Mr. A. Ashton ..	Teacher, Bombay Education Society's High School.	Served with the Bombay volunteers Machine Gun Section in East Africa as a Private till July 1916, then was given a commission in Outram's Rifles.
35	„ E. S. Riley ..	Do. do. ..	Spent 6 weeks in the Umballa Officer's Training School.
36	„ A. D. Stephenson ..	Boys' High School, Panchgani ..	Got commission.
37	„ F. H. Weston ..	Do. ..	Serving in Mesopotamia.
38	„ G. H. Richwood ..	Grammar School, Karachi	Serving in the Anglo-Indian Regiment, Mesopotamia, as a Corporal.
39	„ B. Tobin ..	Do.	Serving in the Anglo-Indian Regiment, Mesopotamia, as Private.
40	„ A. G. Simmons ..	Abu High School	2nd Lieutenant, I.A.R.O., killed in action in Mesopotamia on 7th February 1916.
41	„ R. Crisp ..	Boys' High School, Panchgani ..	Killed in France.
42	Rev. Fr. Lauder ..	S. J. St. Vincent's High School, Poona ..	Acted as visiting Chaplain at a War Hospital, Poona.
43	„ L. F. Fernandez ..	Do. do. ..	Was appointed R. C. Chaplain for Indian Combatants, Poona.
44	Mr. C. Nazarathe ..	Teacher, St. Mary's, Hubli	Joined the S. and T. Corps in Mesopotamia.
45	„ J. Darmar ..	Do.	Do. do.
46	Miss E. E. Hardi ..	G. I. P. Railway School, Parel ..	Army Nurse in the War Hospital.

APPENDIX II.

Amounts expended on buildings, furniture and apparatus in 1921-22.

	Colleges.	Secondary schools.	Vernacular middle schools and * primary schools.	Special schools.	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay Presidency ...	57,938	1,82,528*	12,32,850	16,587	14,99,903

* This amount includes Rs. 38,986 and Rs. 78,974 on schools for Europeans and Anglo-Indians and English-teaching schools respectively.

The figures for whole quinquennium (1917-1922) are as follows :—

Bombay Presidency	10,21,267	16,73,270†	43,75,034	2,18,080	72,87,651

† This amount includes Rs. 3,25,325 and Rs. 3,87,669 on schools for Europeans and Anglo-Indians and English-teaching schools respectively.

APPENDIX III.

Inspecting Staff.

	Inspectors.	Assistant Inspectors.	Deputy or District Inspectors.	Sub-Inspectors.	Supervisors.	Inspecting Pandits.	Inspecting Moulvis.	Inspectresses.	Assistant Inspectresses.	Total.
	(a)		(b)							
Bombay ...	8	..	37	144	...	...	...	4	...	193

(a) The eight posts of Inspectors include 5 Divisional Inspectors, the Inspector of European schools and the Inspectors of science-teaching and drawing.

(b) The thirty-seven posts of Deputy Inspectors include 26 District Deputy Inspectors, 3 Deputy Inspectors for Urdu schools, 3 for Mulla schools in Sind, 3 for Bombay City (1 Marathi, 1 Gujarathi and 1 Urdu), 1 for Visual instruction and 1 for Aden.

APPENDIX IV.

Institutions maintained by Boards.

	Institutions.	Expenditure on institutions maintained by Local Boards.						Direct expenditure on other institutions.	Total Local Boards expenditure (excluding fees.)
		Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.		
Direct expenditure.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay Presidency. Colleges	...	...	...	...	...	...	.....	6,250	6,250
High Schools	...	...	...	...	...	...	.....	.....	.....
Middle English Schools ...	5	12,873	13,300	...	8,006	...	34,239	8,419	21,779
Middle Vernacular Schools ...	...	...	...	...	...	...	.....	.....	.....
Primary Schools	8,498	74,67,008	5,17,228	...	1,65,229	96,693	82,46,158	64,784	5,82,012
Special Schools	4	12,119	16,988	950	4,237	13,605	40,899	78,072	89,060
Total ...	8,507	74,92,000	5,41,516	950	1,77,472	1,09,298	83,21,296	1,57,525	6,99,101
Indirect expenditure.									
Buildings	...	1,78,590	3,52,215	...	...	431	5,31,236	.....	3,52,215
Other objects	...	...	...	...	...	...	.....	.....	1,03,126
Grand Total ...	8,507	76,70,590	8,93,731	950	1,77,472	1,09,729	88,52,532	1,57,525	11,52,442

APPENDIX V.

A statement giving figures for schools maintained or aided by municipalities.

Class of institutions.	Number of institutions.			Recurring expenditure from.						Capital expenditure from.					
	Maintained by municipalities.	Aided by municipalities.	Total.	Provincial revenues.	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.	Provincial revenues.	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges	...	1	1	9,975	...	...	...	...	9,975	...	...	...	...	...	...
High Schools	11	25	36	43,615	31,486	...	57,996	10,153	1,43,180	4,181	6,512	...	...	...	10,693
Middle English Schools...	44	21	65	48,299	58,412	742	50,394	1,961	1,60,408	376	4,486	...	...	...	4,822
Primary Schools ...	1,306	403	1,711	17,06,745	27,64,964	62,629	1,36,327	44,266	47,06,001	37,741	4,77,713	...	...	92,512	5,57,966
Special Schools ...	11	21	32	18,610	79,436	1,512	23	2,020	1,01,601	...	1,561	...	...	...	1,561
Total ...	1,374	471	1,845	18,17,269	29,44,273	64,883	2,35,779	59,005	51,21,255	62,298	4,90,272	...	...	23,512	5,73,082

These figures do not include Government institutions which receive contributions from Municipalities, though the amounts contributed by them are included in the figures of expenditure from Municipal funds.

APPENDIX VI.

Expenditure by local bodies and Government contributions.

	Local Boards.		Municipalities.	
	Total expenditure on education.	Contributions by Government.	Total expenditure on education.	Contributions by Government.
	Rs.	Rs.	Rs.	Rs.
Bombay Division	1,16,675	11,99,271	16,14,898	6,28,639
Central Division	3,05,990	22,40,220	4,38,006	4,57,652
Northern Division	1,70,338	17,43,011	8,21,148	3,15,838
Southern Division	1,62,376	15,32,433	2,40,666	2,24,800
Sind	3,97,063	9,55,655	3,17,432	2,52,638
Inspector of European Schools ...	.....	.....	2,395	.....
Total ...	11,52,442	76,70,590	34,34,545	18,79,567

APPENDIX VII.

Mission Work for 1921-22.

		Number of mission institutions and their pupils.							
		Colleges.	High Schools.	Middle English Schools.	Middle Vernacular Schools.	Primary Schools.	Training institutions.	Other Special Schools.	Total.
Bombay Presidency ...	Schools ...	2	47	43	...	640	12	15	759
	Pupils ...	1,587	11,746	4,778	...	31,722	252	482	50,567

		Expenditure from					
		Provincial funds.	Local funds.	Fees.	Mission funds.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay Presidency ...	Schools ... / Pupils ...	6,29,581	14,400	7,37,620	4,17,969	5,59,264	23,58,834

APPENDIX VIII.

Numbers of officers belonging to the different services and their average pay per mensem.

	Indian Educational Service.			Bombay Educational Service.		
	European or domiciled community.	Indian.	Average pay.	European or domiciled community.	Indian.	Average pay.
Bombay	30	30	867·5	11	102	377·6

	Subordinate Educational Service.			Unclassified posts.		
	European or domiciled community.	Indian.	Average pay.	European or domiciled community.	Indian.	Average pay.
Bombay	3	1,425	101·8	1	25	365·3

The post of the Director of Public Instruction, two officers lent to D. J. Sind College, Karachi, and two Serving as Principal and Vice-Principal of the Rajkumar College, Rajkot, have been included in the Indian Educational Service.

Indians in Subordinate Educational Service include clerical Staff.

APPENDIX IX.

Number and average pay of teachers in institutions which are not managed by Government.

Kind of employment.	Number of teachers.	Average pay.			
		In colleges.	In secondary schools.	In primary schools.	In other schools.
		Rs.	Rs.	Rs.	Rs.
Municipal Boards	7,219	...	55·9	27·5	46·9
Local Board	17,829	...	72·7	32·7	49·4
Private ... Aided	7,436	246·8	82·4	19·6	52·4
Private ... Unaided	774	...	70·3	29·3	46·2
Total ...	33,258	246·8	78·2	32·1	58·3

The high average pay in unaided primary schools, *viz.*, Rs. 29·3 is due to the average of Rs. 35 obtained in Aden.

APPENDIX X.

(In Central Division, Northern Division, Bombay Division, Sind and Aden) 1921-22.

	Classed in General Table III as			Total.
	Primary Schools.	Other Schools.	Private Institutions.	
Maktabs.				
1. Institutions for Boys	17	28	661	706
Do. Girls	13	6	71	90
2. Pupils, Boys	1,936	4,558	11,720	14,854
Do. Girls	1,074	313	4,768	6,155
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial or Imperial Funds ...	2,416	4,230	.....	6,646
4. Do. District or Local Funds ...	.....	.....	.....	.....
5. Do. Municipal Funds	20	1,119	.....	1,139
6. Fees	2,341	86	.....	2,427
7. Other Sources	9,825	7,891	.....	17,716
8. Total Expenditure	14,602	13,326	.....	27,928

N. B.—Information about expenditure on private institutions in the Bombay, Northern and Sind Divisions is not available.

(In Bombay, Sind and Aden.)

	Classed in General Table III as			Total.
	Primary Schools.	Other Schools.	Private Institutions.	
Arabic Schools.				
1. Institutions for Boys	863	.....	.....	863
Do. Girls	177	.....	.....	177
2. Pupils, Boys	20,935	.....	.....	20,935
Do. Girls	8,940	.....	.....	8,940
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial or Imperial Funds ...	1,24,518	.....	.....	1,24,518
4. Do. District or Local Funds ...	.....	.....	.....	.....
5. Do. Municipal Funds	4,404	.....	.....	4,404
6. Fees	197	.....	.....	197
7. Other Sources	1,09,771	.....	.....	1,09,771
8. Total Expenditure	2,38,890	.....	.....	2,38,890
Pathshalas.				
1. Institutions for Boys	3	31	24	58
Do. Girls	.....	.....	1	1
2. Pupils, Boys	258	1,335	659	2,252
Do. Girls	.....	1	40	41
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial Funds	265	5,387	.....	5,652
4. Do. District or Local Funds ...	.....	12	.....	12
5. Do. Municipal Funds	1,080	1,817	.....	2,897
6. Fees	.....	140	.....	140
7. Other Sources	590	23,114	3,245	26,949
8. Total Expenditure	1,935	33,470	3,245	38,650

APPENDIX XI.

Aboriginal, Depressed and Criminal Tribes.

	Population.	Management.	Number of Schools specially maintained for the community with attendance. Schools.	Pupils.	Number of classes specially maintained for the community with attendance. Classes.	Pupils.	Total number of pupils* in schools and classes specially maintained for the community.	Number of pupils studying in public institutions not meant specially for the community.	Total number of pupils in public institutions.	Total number of pupils of the Community classified by public institutions. Colleges.	Secondary schools.	Primary Schools.	Training Institutions.	Other special schools.
Aboriginal or Hill Tribes.														
Bhil ...	1,267,568	Government ...	...	...	...	...	.....	76	76	...	10	31*	22	11
Varli ...														
Thakur ...		Local Board ...	95	2,861	6	104	2,965	7,376	10,341	...	...	10,338	...	4
Vaghari ...														
Katkari ...														
Dubla ...		Municipal ...	1	41	...	...	41	655	696	...	6	690	...	...
Chodhra ...														
Dhodia ...		Aided ...	14	313	...	...	313	597	910	...	20	888	...	2
Naikda ...														
Kokna ...		Unaided ...	1	41	...	...	41	67	108	...	17	91	...	...
		Total ...	111	3,256	6	104	3,360	8,771	12,131	...	53	12,038	22	18
Depressed Classes.														
Mahar ...	1,467,631	Government ...	1	53	...	...	53	288	341	...	66	234	27	14
Hollya or Dhed ...														
Mang or Madig ...														
Khalpa ...		Local Board ...	188	5,730	76	1,214	7,644	13,631	21,275	...	1	21,249	...	25
Shindavas ...														
Chambhar ...		Municipal ...	88	4,987	10	201	5,188	845	6,033	...	18	6,015	...	...
Bhangi ...														
Kalgha ...														
Chamars ...		Aided ...	150	5,298	...	...	5,298	3,888	9,186	1	141	8,991	4	49
Dhor ...														
Shikari ...		Unaided ...	2	39	...	...	39	184	223	...	26	195	...	2
		Total ...	429	16,107	86	2,115	18,222	18,836	37,058	1	252	36,684	31	90
		Total number of pupils in private Institutions ...	...	...	...	...	.....	.....	1,208	...	...	...	...	...
		Grand Total ...	...	...	...	...	.....	.....	38,266	...	...	...	...	...
Criminal Tribes.														
Berad ...	1,061,467	Government ...	20*	1,488*	...	...	1,488	48	1,536	...	2	1,368	3	163
Bhampta ...														
Chapparband ...														
Ghantichor ...														
Kaikadi ...		Local Board ...	35	567	...	...	567	1,927	2,494	...	...	2,494	...	...
Bhat ...														
Koli (Mahadeo.) ...														
Koli (Gujarati) ...		Municipal ...	...	...	...	...	.....	115	115	...	...	115	...	...
Lamani ...														
Pardhi, Haranshikari...														
Vadar ...														
Vanjari ...		Aided ...	3	956	...	...	956	300	1,256	...	...	1,256	...	...
Hur ...														
Ramoshi ...														
Bedars ...		Unaided ...	...	...	...	...	.....	5	5	...	4	1	...	...
		Total ...	58	3,011	...	...	3,011	2,395	5,406	...	6	5,234	3	163

*Besides these 152 pupils of other castes attend these schools.

APPENDIX XII.

Special public institutions for Mahomedans and pupils attending them and similar institutions on 31st March 1922.

Class of Institution and Management.		Number of special schools and classes.	Number of Mahomedan pupils.		
			In special Institutions.	In other Institutions.	Total.
Colleges ...	...	.....	.....	324	324
Secondary Schools.					
Government ...	Boys	1	85	918	1,003
	Girls	.....	.....	8	8
Local Board ...	Boys	2	149	27	176
	Girls	.....	.....	.....	.....
Municipal ...	Boys	1	30	590	629
	Girls	.....	.....	.....	.....
Aided ...	Boys	6	1,044	2,444	3,488
	Girls	.....	.....	126	126
Unaided ...	Boys	2	31	514	545
	Girls	.....	.....	.....	.....
Total ...	Boys	12	1,348	4,493	5,841
	Girls	.....	.....	134	134
Primary Schools.					
Government ...	Boys	7	742	390	1,132
	Girls	1	138	58	196
Local Board ...	Boys	529	24,269	36,948	61,217
	Girls	70	2,791	1,233	4,024
Municipal ...	Boys	235	21,943	7,833	29,776
	Girls	110	7,590	712	8,302
Aided ...	Boys	918	29,466	4,464	33,930
	Girls	225	8,167	501	8,668
Unaided ...	Boys	9	723	237	960
	Girls	6	853	24	877
Total ...	Boys	1,698	77,142	49,872	127,014
	Girls	412	19,539	2,528	22,067
Training and other special Schools.					
Training Institutions ...	Boys	8	149	228	377
	Girls	.....	.....	27	27
Other Special Schools ...	Boys	18	1,079	1,133	2,212
	Girls	6	214	15	229
	Total ...	27	1,442	1,403	2,845
	Grand Total ...	2,149	99,471	58,754	158,225

APPENDIX XIII.

Results of the different Examinations of the University of Bombay held in the year 1921-22.

British Districts only.

Nature of Examination.	Number of candidates.	Number of passes.			Total passes.	Percentage of total passes.
		I Class.	II Class.	III Class.		
M. A.	54	1	5	24	30	55·55
M. Sc.	5	1	.....	2	3	60·00
B. A. Honours	371	26	188	87	301	81·13
B. A. Pass	605	.....	.....	375	375	61·98
B. Sc. Honours	No special examination for Honours.					
B. Sc. Pass	124	4	17	45	66	53·22
I. A.	941	4	98	390	492	52·23
I. Sc.	280	8	52	79	139	49·64
Matriculation*	4,808	No classes at this examination.			2,659	55·30

* A School-Leaving Examination held by a special board constituting jointly by the University and Government.

APPENDIX XIV.

Statement giving particulars relating to expenditure from the total amount of fees returned in General Table IV as required by the Educational Commissioner with the Government of India.

Class of institutions.	Average monthly number on rolls during 1921-22.	Total fees expended in 1921-22.			Average annual tuition fee per pupil.
		Tuition fee alone.	Boarding fees.	Total fees.	
FOR EUROPEAN SCHOOLS.		Rs.	Rs.	Rs.	
Secondary Schools—					
(a) For European Schools ...	4,543	2,91,402	1,93,253	4,84,655	64·1
(b) For English Teaching Schools ...	9,649	3,41,570	23,946	3,65,516	35·4
Special Schools	96	7,996	81,370	89,366	83·3
Total ...	14,288	6,40,968	2,98,569	9,39,537	44·8
FOR INDIAN SCHOOLS.					
Arts Colleges	4,647	4,32,379	9,488	4,61,867	97·3
Professional Colleges	2,488	3,41,883	.....	3,41,883	137·4
Secondary Schools	61,114	16,70,260	47,382	17,17,642	27·3
Primary Schools	786,871	5,17,381	497	5,17,878	·6
Special Schools	12,855	99,754	250	1,00,004	7·7
Total ...	867,975	30,81,657	57,617	31,39,274*	3·5

* This amount is exclusive of Rs. 2,49,652 on account of examination fees included under "Fees" in Government of India, Table IV.

(1)—*Abstract Statement of Colleges, Schools and Scholars in the Public*

[For details *see*

Area and Population.											
Total area in square miles.	Number of towns* and villages.		Population.		Particulars.		University education.		School education, general.		
							Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Total.
1	2		3		4		5	6	7	8	9
					Institutions.	For Males ...	10	7	276	11,170	11,540
						For Females ...	...	...	87	1,452	1,539
						Total ...	10	7	463	12,622	13,085
123,607	Towns* ...	253	Males ...	10,193,090	Scholars.	Males ...	4,690	2,816	66,814	637,422	703,637
	Villages ...	26,583	Females ...	9,175,351		Females ...	179	79	11,393	161,085	172,478
	Total ...	26,836	Total ...	19,368,271		Total ...	4,869	2,895	77,607	798,508	876,115

* All places containing 5,000 inhabitants or upwards and all Municipalities, whatever their population, are entered as towns.

N.B.—Figures in columns 1 to 3 are inclusive of those in respect of Aden, Baroda and Deesa Camp also.

(2)—*Abstract Statement of Expenditure on Public Instruction in the*

	Total direct expenditure on public instruction.‡							
	University education.		School education, general.		School education, special.			Total.
	Arts colleges.	Colleges for Professional training.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		
1	2	3	4	5	6	7		8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
Institutions ... For Males ...	12,49,134	10,14,925	44,95,045	1,35,21,381	6,68,244	10,50,642		2,09,98,469
Institutions ... For Females ...	...	...	11,81,920	24,21,466	2,70,560	94,860		39,88,816
Institutions ... Total ...	12,49,134	10,14,925	55,76,973	1,59,52,847	9,38,804	11,45,502		2,49,77,285
2. (a) Percentages* of Provincial expenditure included in columns 2–16 to total Provincial expenditure on Public Instruction.	3·0	3·9	11·4	57·8	4·5	4·3		54·5
(b) Percentages* of Local Fund expenditure included in columns 2–16 to total L. F. expenditure on Public Instruction.	0·9	...	1·2	50·5	6·2	1·6		60·7
(c) Percentages* of Municipal expenditure included in columns 2–16 to total Municipal expenditure on Public Instruction.	0·2	...	2·6	60·5	0·9	1·4		63·7
(d) Percentages of total expenditure in columns 2–16 to total expenditure on Public Instruction.	4·2	3·4	18·8	50·5	3·2	3·9		84·0
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.
Government Institutions.† Cost to Provincial Revenues.	359 11 8	361 0 4	62 8 6	36 10 7	270 2 1	284 0 1		125 0 4
Government Institutions.† Cost to Local and Municipal Funds.	...	...	...	0 1 9	35 15 4	4 10 10		4 2 11
Government Institutions.† Total cost ...	360 15 11	407 10 4	62 15 10	37 2 8	319 2 8	317 0 4		166 3 7
Local Fund and Municipal Board Schools.† Cost to Provincial Revenues.	...	...	16 6 6	14 1 0	170 13 1	56 1 11		14 1 10
Local Fund and Municipal Board Schools.† Cost to Local and Municipal Funds.	...	...	12 12 10	4 12 9	170 15 3	84 1 6		4 15 7
Local Fund and Municipal Board Schools.† Total cost ...	...	...	49 4 9	19 9 5	341 12 4	93 12 10		19 16 7
Aided Institutions. Cost to Provincial Revenues.	50 2 5	...	23 2 6	3 10 1	92 15 6	40 15 11		11 4 4
Aided Institutions. Cost to Local and Municipal Funds.	4 15 2	...	0 8 10	1 6 6	8 2 2	5 5 11		1 8 6
Aided Institutions. Total cost ...	230 1 7	...	74 10 0	15 3 6	122 9 7	84 12 11		33 1 5
Unaided Institutions ... Total cost ...	.....	...	65 3 6	16 2 6	...	36 7 10		45 0 1
All Institutions. Cost to Provincial Revenues.	112 1 11	361 0 4	25 10 0	12 7 8	230 3 9	74 10 1		16 5 3
All Institutions. Cost to Local and Municipal Funds.	2 7 10	...	1 7 8	4 4 0	32 2 8	6 12 4		4 2 0
All Institutions. Total cost ...	368 12 10	407 10 4	74 6 11	19 0 0	207 7 5	116 15 1		98 3 1

* The percentages required for 2 (a), 2 (b), 2 (c), are calculated from the figures given in Columns 27, 28 and 29, respectively of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

‡ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil

British Districts of the Bombay Presidency at the end of the official year 1921-1922.

General Table III.]

Institutions.			Private Institutions.			Grand Total.	Average number of towns and villages served by		Percentage to population of scholars in	
School education, special.		Total.								
Training schools.	All other special schools.		Advanced.	Elementary.	Total.		Public institutions.	Public or private institutions.	Public institutions.	Public or private institutions.
10	11	12	13	14	15	16	17	18	19	20
23	142	11,728	83	1,364	1,447	13,175	2·2	2·0	...	...
20	22	1,581	6	139	144	1,725	* 16·0	15·5	...	...
43	164	13,309	88	1,503	1,591	14,900	2·0	1·8	...	...
2,059	8,905	711,798	2,160	47,159	49,329	771,127	...	...	7·1	7·6
946	1,397	175,079	577	11,609	12,186	187,265	...	...	1·2	2·0
3,015	10,323	896,877	2,737	58,778	61,515	958,392	...	...	4·6	5·0

British Districts of the Bombay Presidency for the official year 1921-1922.

Total indirect expenditure on public instruction.							Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings, Furniture and Apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,71,784	1,38,385	12,84,958	3,72,798	14,15,549	5,42,717	41,26,191	2,50,64,860
...	...	42,219	23,696	84,354	4,47,209	5,99,258	45,38,084
3,71,784	1,38,385	13,28,177	3,96,494	14,99,903	9,90,716	47,25,459	2,95,02,944
0·4	0·8	7·8	1·3	3·3	1·6	15·2	100·
...	...	...	6·5	30·5	2·3	39·3	100·
...	...	...	0·3	13·8	0·2	14·3	100·
1·2	0·4	4·4	1·3	5·0	3·3	16·0	100·

(3)—*Colleges, Schools and Scholars in the British Districts of the*

Class of Institution.	Under public Management. Managed by Government. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Managed by Local Funds and Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Public Aided by Government Funds or Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.										
Arts Colleges.										
English for males	4	1,379	1,274	1,122	...	...	...	...	6	3,463
Colleges for Professional Training.										
Law for males	1	740	600	525	...	...	...	...	...	...
Medicine for males	1	1,151	1,169	1,100	...	...	...	...	...	...
Engineering for males... ...	1	194	198	166	...	...	...	...	...	...
Teaching for males	1	32	32	32	...	...	...	...	...	...
Agriculture for males	1	205	205	198	...	...	...	...	...	...
Commercial for males ...	1	246	271	213	...	...	...	...	...	...
Forestry for males	1	22	22	21	...	...	...	...	...	...
Total ..	11	3,973	3,862	3,387	...	...	...	...	6	3,463
SCHOOL EDUCATION. GENERAL.										
Secondary Schools.										
High Schools for males ...	23	9,319	8,273	7,728	11	2,661	2,481	2,052	94	29,837
Middle Schools for males English.	5	1,271	1,184	1,031	49	4,154	3,964	3,829	142	11,913
High Schools for females ...	2	645	613	497	...	...	...	...	40	6,602
Middle Schools for females English.	5	238	211	167	...	...	...	...	43	9,080
Total ..	35	11,466	10,281	9,423	60	6,835	6,395	5,881	339	57,431
Primary Schools.										
For males	37	4,885	4,308	3,744	9,801	582,449	578,862	498,757	2,267	109,349
For females	9	1,145	1,093	955	1,005	75,558	70,395	52,757	424	20,971
Total ...	46	6,030	5,401	4,189	9,806	658,007	649,257	551,514	2,691	130,320
SCHOOL EDUCATION, SPECIAL.										
Training Schools { for males	21	2,019	2,006	2,079	...	...	...	...	3	70
Training Schools { for females	4	404	390	349	1	18	22	18	18	349
School of Art for males ...	1	343	321	266	...	...	...	...	...	...
Medical Schools { for males	3	315	253	218	...	...	...	...	...	...
Medical Schools { for females	...	...	...	...	...	...	...	...	1	4
Engineering and Surveying Schools for males.	...	...	...	...	...	...	...	...	1	5
Technical and Industrial { for males	5	382	331	273	5	502	532	362	6	534
Technical and Industrial { for females	...	...	...	...	...	...	...	...	8	354
Commercial Schools { for males	1	45	16	13	...	...	...	...	7	53
Commercial Schools { for females	...	...	...	...	...	...	...	...	1	27
Agricultural Schools for males	2	105	103	90	...	...	...	...	...	...
Reformatory Schools for males	1	172	128	152	...	...	...	...	...	...
Other Schools { for males ...	2	101	102	87	9	245	235	114	65	4,579
Other Schools { for females...	...	...	...	...	...	...	...	...	11	493
Total ..	41	4,092	4,179	3,835	15	765	790	574	117	6,971
Total of Colleges and Schools of Public Instruction.	133	24,997	24,227	20,794	9,881	666,607	659,432	458,717	3,128	190,125

(a) Includes 1 A.-V. School with 80 pupils maintained by the Deesa Cantonment.

(b) Includes 5 Schools with 917 pupils maintained by the Cantonment Committees, Bhingar (Ahmednagar) Ahmedabad and Deesa Camps.

(c) Includes 2 Night Schools attended by 149 Scholars.

(d) Includes 8 Night Schools attended by 136 Scholars.

(e) Includes 166 Night Schools attended by 5,124 Scholars.

(f) Includes 2 Night Schools attended by 31 Scholars.

(g) Includes 3 Night Schools attended by 114 Scholars.

Bombay Presidency for the Official Year 1921-22.

Institutions.								Number of scholars on 31st March learning.				
Under Private Management.												
ment, by Local cipal Boards.		Unaided.										
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of institutions.	Grand Total of scholars on 31st March.	English.	A classical language.	A vernacular language.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
12	13	14	15	16	17	18	19	20	21	22	23	24
2,273	3,069	...	...	...	...	19	4,089	3,805	3,307	53	179	...
...	...	...	...	...	...	1	740	...	...	...	...	...
...	...	...	...	...	...	1	1,161	...	...	...	74	...
...	...	...	...	...	...	1	124	124	...	...	...	...
...	...	...	...	...	...	1	31	...	...	...	3	...
...	...	...	...	...	...	1	200	200	...	...	...	...
...	...	...	...	...	...	1	245	...	...	...	2	...
...	...	...	...	...	...	1	23	...	...	...	...	...
2,273	3,069	...	...	...	...	17	7,424	4,129	3,307	53	258	...
29,630	24,917	15	5,259	6,069	4,957	(c) 143	47,179	47,179	24,095	24,897	1,084	...
11,412	9,513	37	1,985	1,896	1,659	(a) 233(d)	19,123	19,123	2,909	12,974	632	...
6,462	5,507	4	450	447	337	46	7,796	7,601	2,858	3,161	...	671
2,564	2,177	3	21	18	17	41	2,929	2,929	201	518	...	357
49,708	42,264	59	8,429	8,432	6,870	463	77,027	77,442	30,063	50,750	1,716	1,028
98,041	80,125	65	3,720	3,436	2,747	(e)11,120	693,103	4,094	1,644	689,021	60,076	...
35,963	19,518	15	1,931	1,828	1,341	(f) 1,452	105,405	1,183	816	103,009	...	4,396
133,944	99,543	80	5,651	5,264	4,088	(b) 12,572	798,508	5,277	2,460	792,030	60,076	4,396
71	66	...	...	...	...	22	2,063	...	...	2,063	14	...
407	308	...	...	...	...	20	332	44	19	288	...	...
...	...	...	...	...	...	1	343	...	...	...	14	...
...	...	...	...	...	...	3	515	319	...	...	49	...
3	3	...	...	...	...	1	4	...	...	4	...	...
5	5	...	...	...	...	1	5	5	...	...	...	...
405	370	5	93	98	82	22	1,458	17	7	450	39	...
325	264	1	37	18	15	9	371	...	...	143	...	...
329	249	38	1,491	4,081	785	36	1,851	291	...	187	96	...
13	14	...	...	...	...	1	25	25	...	...	...	...
...	...	...	...	...	...	8	103	...	...	77	...	...
...	...	...	...	...	...	1	172	...	...	172	...	...
4,956	3,636	...	56	42	29	(g) 75	4,961	28	2,719	70	405	...
462	368	...	...	...	...	11	495	133	126	229	...	31
6,752	5,345	34	1,671	1,231	892	207	13,326	864	2,964	4,377	547	31
183,677	150,909	173	19,750	14,927	11,820	13,239	896,877	87,782	36,023	849,795	62,307	5,455

PRIVATE INSTITUTIONS.

1. Advanced Teaching—											
(a) Arabic or Persian ...	for Males ...	56	1,555	...	1,528	27	200	...	...	...	39
	for Females ...	5	327	...	327	...	...	...	...	...	
(b) Sanskrit	for Males ...	24	659	...	659	...	48	...	...	...	
(c) Any other Oriental Classic ...	for Males ...	3	93	64	29	...	25	...	...	...	
	for Females ...	...	...	...	...	...	...	...	...	...	
2. Elementary Teaching—											
(a) A vernacular only or mainly ...	for Males ...	569	17,197	1,400	393	16,794	1,892	...	...	...	101
	for Females ...	16	978	514	...	978	...	...	...	...	
(b) The Koran only ...	for Males ...	495	8,985	...	5,134	851	2,082	...	...	...	258
	for Females ...	60	2,341	...	2,233	108	...	...	...	...	
3. Other Schools not conforming to Departmental Standards.	for Males ...	193	25,686	5,302	1,730	23,249	1,256	...	...	...	57
	for Females ...	54	3,611	11	34	3,565	...	...	...	...	
Total of Private Institutions ...		1,391	61,715	7,491	15,156	47,477	5,503	5.4			
Grand Total of all Institutions ...	for Males ...	13,176	833,188	83,291	47,249	783,895	68,100	...			
	for Females ...	1,795	125,904	12,250	5,730	113,932	...	6,039			
	Total ...	14,900	958,992	95,472	53,079	897,827	68,100	5,622			

(3-a)—Number of scholars on 31st March 1922, in the British Districts of the Bombay Presidency, classified according to Sex, Race or Creed.

1		Europeans, Eurasians, Anglo-Indians.	Indian Christians.	Hindus.		Mohammedans.	Buddhists.	Parsis.	Others.	Total.
				Brahmins.	Non-Brahmins.					
		2	3	4	5	6	7	8	9	10
UNIVERSITY EDUCATION.										
Arts colleges—										
English	Male	29	162	2,141	1,358	233	4	497	26	4,450
	Female	5	37	64	38	...	...	52	8	179
Colleges for Professional Training—										
Law	Male	2	13	374	165	22	...	36	123	740
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	1	38	268	239	49	...	145	6	1,097
	Female	4	23	7	19	...	...	19	...	74
Engineering	Male	2	1	21	60	9	...	30	...	124
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	...	18	9	1	...	1	...	29
	Female	...	1	...	...	...	...	1	1	3
Agriculture	Male	...	21	35	59	14	16	2	2	200
	Female	...	...	...	...	...	...	...	...	...
Commercial	Male	...	16	79	101	2	...	43	2	244
	Female	2	...	...	...	...	...	...	...	2
Forestry	Male	...	5	11	4	2	...	2	...	23
	Female	...	...	...	...	...	...	...	...	...
	Total	45	367	3,139	2,502	334	20	808	168	7,424
SCHOOL EDUCATION, GENERAL.										
Secondary schools—										
For males—										
High schools	Male	1,296	3,303	18,279	18,318	3,814	5	4,355	630	46,905
	Female	121	256	115	69	21	...	346	137	1,064
Middle schools, English	Male	274	1,926	4,238	9,090	1,204	...	681	202	18,421
	Female	219	278	38	36	2	...	36	83	632
For females—										
High schools	Male	261	154	10	24	18	...	50	49	571
	Female	1,637	1,514	587	1,346	39	3	1,744	175	7,090
Middle schools, English	Male	202	116	2	5	5	...	9	8	357
	Female	401	1,351	159	250	36	...	402	108	2,707
	Total	4,397	8,668	20,522	29,008	5,275	8	7,649	1,230	77,607
Primary schools—										
For males	Male	9	11,523	53,290	400,718	112,997	1	3,144	1,392	633,027
	Female	...	3,300	8,445	34,880	14,675	...	613	152	60,075
For females	Male	1	464	7,104	603	2,721	...	372	101	4,366
	Female	1	9,464	19,350	56,521	18,736	...	2,753	443	101,008
	Total	4	18,751	81,190	540,521	149,081	1	6,882	2,088	798,506
SCHOOL EDUCATION, SPECIAL.										
Training schools	Male	...	86	628	958	377	...	...	8	2,060
	Female	26	923	280	210	27	...	49	26	945
School of Art	Male	4	99	23	156	23	...	8	12	329
	Female	...	4	...	1	...	...	8	1	14
Medical schools	Male	1	4	339	126	18	...	3	5	496
	Female	...	92	10	12	6	...	2	1	63
Engineering and Surveying schools.	Male	...	...	...	5	...	...	...	...	5
	Female	...	...	...	...	...	...	...	...	...
Technical and Industrial schools.	Male	4	103	211	795	192	1	70	13	1,419
	Female	...	65	136	107	9	...	...	1	410
Commercial schools	Male	70	140	461	737	135	6	297	39	1,895
	Female	29	18	1	2	...	...	1	2	51
Agricultural schools	Male	...	...	27	76	...	...	...	...	103
	Female	...	...	...	...	...	...	...	...	...
Reformatory schools	Male	...	3	10	97	62	...	...	...	172
	Female	...	...	...	...	...	...	...	...	...
Other schools	Male	1	91	1,788	850	1,726	...	120	31	4,607
	Female	3	72	260	93	340	...	74	19	862
	Total	136	865	4,129	4,357	2,945	7	631	166	13,338
Total of colleges and schools of public instruction		4,782	28,651	108,990	576,628	158,295	36	15,990	3,664	896,873

(3-a)—Number of scholars on 31st March 1929, in the British Districts of the Bombay Presidency, classified according to Sex, Race or Creed—concluded.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus. Brahmins.	Hindus. Non-Brahmins.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
1		2	3	4	5	6	7	8	9	10
Private Institutions.										
1. Advanced, teaching—										
(a) Arabic or Persian	Male	...	...	...	...	1,488	...	...	...	1,488
	Female	...	...	...	...	504	...	...	...	504
(b) Sanskrit	Male	...	...	609	206	...	...	...	...	611
	Female	...	...	...	48	...	...	...	...	48
(c) Any other oriental Classic.	Male	19	6	...	32	...	...	13	1	61
	Female	12	...	...	2	...	...	10	...	26
2. Elementary, teaching—										
(a) A Vernacular only or mainly—										
For males	Male	...	627	437	10,300	3,806	3	19	1	15,305
	Female	...	203	41	871	766	...	11	...	1,890
For females	Male	...	...	...	28	68	...	...	...	106
	Female	...	113	21	273	964	...	1	...	872
(b) The Koran only—										
For males	Male	...	...	...	1	6,902	...	...	...	6,903
	Female	...	...	...	...	2,082	...	...	...	2,082
For females	Male	...	...	...	...	358	...	...	...	358
	Female	...	...	...	...	1,983	...	...	...	1,983
3. Other schools not conforming to Departmental standards—										
For males	Male	...	1	2,204	17,811	3,216	...	16	...	24,410
	Female	...	...	122	352	782	...	...	...	1,256
For females	Male	...	...	4	19	73	...	...	...	87
	Female	...	...	494	2,084	546	...	...	...	3,524
Total of private institutions		23	960	4,732	32,524	23,192	3	40	2	61,315
Grand total of all institutions		4,806	29,601	113,722	609,152	181,417	30	15,303	3,666	768,302

N.B.—Of the total number of pupils in colleges and schools of Public Instruction there are 64,940 Lingayats, 29,017 Jains and 430 Sikhs. Of the Lingayats 143 are in Arts Colleges, 37 in Professional Colleges, 2,101 in Secondary schools, 61,697 in Primary schools and 272 in Special schools. Of the Jains 134 are in Arts Colleges, 67 in Professional Colleges, 2,255 in Secondary schools, 29,338 in Primary schools and 223 in Special schools. Of the Sikhs 2 are in Arts Colleges, 5 in Professional Colleges, 45 (including 4 girls) in Secondary schools, 364 (including 57 girls) in Primary schools and 27 in Special schools.

(3-b)—Number of European Colleges, Schools and Scholars in the British Districts of the Bombay Presidency for the Official Year 1921-22.

Class of Institution.	Public Institutions. Under Private Management. Aided by Government, by Local Funds or Municipal Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of scholars on 31st March.	Number of scholars on 31st March learning: English.	A classical language.	A vernacular language.	Classification of scholars on 31st March according to race or creed. Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Europeans and Anglo-Indians.	Indian Christians.	Hindus. Brahmins.	Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
SCHOOL EDUCATION, GENERAL.																							
Secondary Schools.																							
High Schools for males	10	1,429	1,466	1,375	...	...	...	...	10	1,429	1,429	899	95	188	...	1,002	73	1	10	19	...	56	89
Middle Schools—English—for males.	7	385	374	320	...	...	...	...	7	385	385	19	...	173	...	377	...	...	...	1	...	7	...
High Schools for females	14	2,332	2,268	1,969	...	...	...	...	14	2,332	2,332	1,065	1	...	326	1,871	171	14	8	12	2	197	67
Middle Schools—English—for females	8	442	399	323	1	21	18	17	9	443	443	67	...	...	161	403	19	...	...	...	...	19	9
Total ...	39	4,568	4,505	3,887	1	21	18	17	40	4,589	4,589	1,970	96	361	487	3,653	262	15	18	32	2	279	123
SCHOOL EDUCATION, SPECIAL.																							
Training Schools for females .	3	44	41	35	...	...	...	...	3	44	44	19	...	...	...	35	9	...	2	...	...	5	2
Commercial Schools for males ...	1	42	36	34	...	...	...	...	1	42	42	...	...	...	...	42	...	...	...	...	...	...	...
Commercial Schools for females .	1	25	19	14	...	...	...	...	1	25	25	...	...	...	...	24	...	...	...	...	...	...	1
Total ...	5	111	96	84	...	...	...	...	5	111	111	19	...	...	...	92	9	...	2		...	5	3
Total of Colleges and Schools of Public Instruction	44	4,679	4,601	3,972	1	21	18	17	45	4,700	4,700	1,989	96	361	487	3,745	271	15	23	32	2	284	131

N.B.—Of the total number of pupils in schools of Public Instruction there are 3 Jains and 9 Sikhs in Secondary Schools.

(4)—*Expenditure on public instruction in the British Districts of the*

Objects of expenditure.	Managed by Government.							Public Under Public Managed	
	Provincial revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.*	Local Funds.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University education.									
Arts colleges—									
English for males	3,56,273	.....	.....	1,34,649	5,171	6,320	4,96,012	.....	.....
Colleges for Professional Training—									
Law for males	—5,684	.....	.....	70,075	1,880	73	66,349	.....	.....
Medicine for males	1,29,006	.....	.....	2,17,192	7,846	8,052	3,61,996	.....	.....
Engineering for males	1,33,705	.....	.....	17,530	.....	1,971	1,53,206	.....	.....
Teaching for males	48,108	.....	.....	.....	.....	744	48,852	.....	.....
Agriculture for males	1,35,197	.....	.....	7,099	192	.....	1,99,371	.....	.....
Commercial for males	43,844	.....	.....	29,014	.....	2,000	77,858	.....	.....
Forestry for males	31,534	.....	.....	.....	.....	.....	31,534	.....	.....
Royal Institute of Science (Elphinstone College, Bombay) for males.	1,47,349	.....	.....	.....	.....	119	1,47,468	.....	.....
Total ...	10,06,301	.....	.....	4,66,532	18,089	19,314	15,10,237	.....	..
Secondary education, general.									
Secondary schools—									
High schools for males	5,15,345	.....	.....	2,92,506	1,032	1,736	8,10,620	43,515	.....
Middle schools for males, English ...	53,907	.....	.....	22,369	.....	2	76,278	69,143	14,139
High schools for females	19,645	.....	.....	5,717	.....	.....	25,362	.....	.....
Middle schools for females, English .	38,954	.....	.....	1,953	.....	.....	35,358	1,299	.....
Total ...	6,27,851	.....	.....	3,22,527	1,032	1,738	10,02,658	1,04,797	14,139
Primary schools—									
For males	(a) 1,43,420	600	.....	2,459	10	3	1,46,492	82,00,061	6,49,145
For females	(b) 54,785	.....	.....	.....	.....	.....	54,785	8,29,149	58,712
Total ...	1,98,205	600	.....	2,459	10	3	2,01,277	91,72,703	6,79,857
Special education.									
Training schools ... { for males ...	5,54,529	60,460	15,200	.....	9,565	2,919	6,62,672	.....	.....
{ for females .	1,30,552	10,438	7,293	.....	1,800	2,179	1,52,262	3,7[illegible]	.....
School of Art for males ...	1,30,731	.....	.....	5,594	.....	9,157	1,45,482	.....	.....
Medical schools ... { for males ...	1,35,242	2,150	.....	15,436	1,615	9,000	1,64,443	.....	.....
{ for females .	.....	.....	.....	.....	.....	.....	.....	.....	.....
Engineering and Surveying schools, for males.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Technical and Industrial schools. { for males ...	48,392	30	1,815	5,061	.....	810	55,748	12,599	12,[illegible]
{ for females...	720	.....	.....	.....	324	.....	1,044	.....	.....
Commercial schools ... { for males ...	.....	.....	.....	.....	1,617	.....	2,640	.....	.....
{ for females .	18,490	288	.....	.....	.....	.....	18,778	.....	.....
Agricultural schools for males ...	17,041	.....	.....	.....	.....	.....	17,041	.....	.....
Reformatory schools for males ...	1,12,067	.....	2,500	3,970	.....	2,000	120,537	.....	.....
Other schools ... { for males ...	.....	.....	.....	.....	.....	5,535	5,535	7,065	12
{ for females .	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total ...	11,50,563	73,946	26,808	29,565	14,046	29,630	13,13,058	30,729	14,500
Total, Direct Expenditure ...	30,86,921	74,546	26,808	8,04,503	33,177	39,085	40,27,120	92,60,229	6,93,439
Buildings, furniture and apparatus ...	1,18,664	.....	.....	.....	.....	.....	1,18,664	2,40,869	2,82,215
University	.....	.....	.....	.....	.....	.....	.....	.....	.....
Direction	.....	.....	.....	.....	.....	.....	.....	.....	.....
Inspection	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scholarships and Bursaries. { Arts colleges	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medical colleges	.....	.....	.....	.....	.....	.....	.....	.....	.....
Other Professional colleges ...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Secondary schools	.....	.....	.....	.....	.....	.....	.....	.....	.....
Primary schools	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medical schools	.....	.....	.....	.....	.....	.....	.....	.....	.....
Technical and Industrial schools ...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Other special schools	.....	.....	.....	.....	.....	.....	.....	.....	.....
Miscellaneous—									
Hostel (Boarding) charges	.....	.....	.....	.....	.....	.....	.....	.....	.....
Miscellaneous	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total ...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total, Indirect Expenditure ...	1,18,664	.....	.....	.....	.....	.....	1,18,664	2,40,869	2,82,215
Total, Expenditure on Public Instruction.	31,47,585	74,546	26,808	8,34,503	33,177	39,085	41,45,784	95,50,157	9,80,67

Bombay Presidency for the official year 1921-1922.

Institutions.												
Management.					Under Private Management.							
by Local Funds and Municipal Boards.					Aided by Government or by Local or Municipal Boards.							
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial revenues.*	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	1,64,151	6,250	9,975	2,97,730	9,565	2,35,451	7,53,122
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	1,64,151	6,250	9,975	2,97,730	9,565	2,35,451	7,53,122
15,276	21,986	1,595	8,627	1,26,289	(a) 4,43,970	.....	13,140	9,15,955	26,629	3,50,906	26,22,550
51,609	29,000	1,344	617	1,07,565	1,77,465	7,677	6,733	2,19,406	44,069	2,86,051	5,79,469
.....	.....	.....	.....	 389	(b) 2,82,114	.....	4,110	2,94,391	60,054	1,56,442	7,81,030
.....	.....	.....	.....		82,475	.....	70	53,262	21,221	20,571	2,26,920
66,845	1,16,926	2,939	9,244	2,14,774	11,51,189	7,677	23,053	14,83,806	2,94,009	8,12,940	37,09,769
17,56,561	2,77,844	76,981	49,692	1,10,07,977	(c) 3,12,902	955	1,13,773	1,63,119	1,70,408	5,49,441	13,17,492
9,35,458	14,212	3,968	10,867	13,71,307	(d) 1,30,616	600	59,172	41,372	79,519	2,50,105	5,59,386
26,92,019	2,92,056	80,749	60,559	1,27,79,284	4,50,420	1,555	1,72,945	2,04,491	2,49,927	8,00,546	18,26,878
.....	.....	.....	.....	.....	6,450	.....	.....	.....	.....	2,571	16,021
2,261	.....	.....	.....	7,519	43,561	.....	4,412	7,304	9,991	26,055	1,00,743
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	500	.....	.....	.....	691	1,141
.....	.....	.....	.....	.....	8,900	500	100	903	.....	3,175	7,622
11,465	4,250	1,916	12,527	62,595	1,47,539	1,114	30,000	20,116	8,092	67,628	2,55,539
.....	.....	.....	.....	.....	20,303	.....	920	2,062	2,522	25,744	51,441
.....	.....	.....	.....	.....	4,316	.....	.....	8,933	1,747	17,865	32,861
.....	.....	.....	.....	.....	3,000	.....	.....	2,072	.....	1,139	6,212
.....	.....	.....	.....	.....	681	.....	.....	.....	.....	.....	681
9,217	.....	.....	112	9,346	(e) 18,083	.....	9,060	2,974	22,227	27,455	1,28,399
.....	.....	.....	.....	.....	17,623	.....	820	3,507	720	12,406	35,076
17,446	4,250	1,916	12,639	72,560	3,04,783	2,614	35,182	46,379	43,799	2,14,020	6,46,760
26,76,310	4,13,242	85,546	82,512	1,32,73,638	20,70,493	15,006	2,41,150	20,62,392	5,86,306	20,77,945	69,26,476
4,68,592	.....	.....	22,942	10,84,978	2,02,597	.....	5,672	2,906	2,586	82,101	2,96,164
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
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.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4,68,592	.....	.....	22,942	10,84,978	2,02,597	.....	5,672	2,906	2,586	82,101	2,96,162
31,45,242	4,13,242	85,546	1,05,755	1,43,58,616	22,73,090	15,006	2,46,822	20,64,298	5,88,892	21,60,047	72,21,640

(4)—*Expenditure on public instruction in the British Districts of the Bombay Presidency for the official year 1921-1922.*

Objects of expenditure—*contd.*	Public Institutions—*contd.* Under Private Management—*contd.* Unaided. Fees.	Endowments.	Subscriptions and other sources.	Total.	Total expenditure from Provincial revenues.*	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.
	23	24	25	26	27	28	29	30	31	32	33
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University education.											
Arts colleges—											
English for males ...	...	...	...	...	5,31,032	6,250	9,975	4,62,379	17,156	2,41,751	12,48,134
Colleges for professional training—											
Law for males ...	...	...	...	...	—5,654	...	...	70,025	1,980	98	66,349
Medicine for males ...	...	...	...	...	1,29,006	...	...	2,17,362	7,246	6,002	3,61,304
Engineering for males ...	...	...	...	...	1,38,706	...	...	17,536	...	1,971	1,58,213
Teaching for males ...	...	...	...	...	46,108	...	...	...	...	744	46,852
Agriculture for males ...	...	...	...	...	1,21,182	...	...	7,992	192	...	1,29,371
Commercial for males ...	...	...	...	...	45,924	...	...	23,224	...	2,000	71,148
Forestry for males ...	...	...	...	...	31,264	...	...	...	...	...	31,264
Royal Institute of Science (Elphinstone College, Bombay) for males.	...	...	...	...	1,47,849	...	...	...	...	119	1,47,968
Total ...	...	...	...	...	11,70,455	6,250	9,975	7,04,992	27,674	2,54,745	22,63,320
School education, general.											
Secondary schools—											
High schools for males ...	3,19,449	51,042	56,467	4,26,958	12,02,031	...	27,376	13,56,926	1,69,226	4,17,746	33,97,125
Middle schools for males, English ...	41,759	10,165	29,843	80,766	2,91,370	21,779	58,348	3,40,364	55,571	2,53,492	† 10,27,324
High school for females ...	10,070	...	20,426	30,496	3,37,176	...	4,150	3,10,068	60,463	1,70,466	8,87,[illegible]
Middle schools for females, English ...	281	...	1,604	1,885	96,717	...	19	54,039	21,321	91,175	2,64,[illegible]
Total ...	3,71,559	71,214	1,07,340	5,49,102	19,02,777	21,779	89,893	20,61,397	2,99,211	9,32,881	55,76,972
Primary schools—											
For males ...	13,966	30,436	15,159	59,420	37,53,925	5,7,700	19,91,334	4,59,344	2,77,785	5,14,496	1,29,31,384
For females ...	4,456	...	21,419	25,868	12,07,535	34,212	9,04,630	60,140	24,348	2,54,[illegible]	24,31,[illegible]
Total ...	18,381	30,436	36,571	85,288	49,61,378	5,82,212	27,94,964	5,17,381	3,02,133	8,03,979	1,43,64,847
School education, special.											
Training schools ... for males	...	...	...	...	5,71,179	60,430	15,300	...	9,555	11,900	6,68,344
... for females	...	...	...	...	1,85,828	10,436	15,066	7,404	11,950	41,844	2,72,528
School of Art for males ...	...	...	...	...	1,30,153	...	...	5,894	...	2,187	1,38,234
Medical schools ... for males	...	...	...	...	1,35,242	2,750	...	2,612	1,015	4,300	1,46,421
... for females	...	...	...	...	...	552	...	...	...	591	1,143
Engineering and Surveying schools for males.	...	...	...	...	2,900	950	100	903	...	2,775	7,628
Technical and Industrial schools. for males	156	5,028	...	5,144	2,13,617	13,692	33,983	22,563	15,836	81,256	3,97,136
... for females	...	...	...	...	20,303	...	810	2,062	2,542	25,744	51,447
Commercial schools ... for males	26,484	1,863	11,312	39,659	5,052	...	...	32,701	5,027	27,167	71,947
... for females	...	...	...	...	3,000	...	...	2,612	...	1,139	6,751
Agricultural schools for males	...	...	...	...	19,171	388	...	...	...	...	19,559
Reformatory schools for males	...	...	...	...	17,031	...	...	...	...	2,000	19,031
Other schools ... for males	89	237	...	326	1,76,156	12	13,767	6,003	20,454	43,976	2,59,425
... for females	...	...	...	...	17,652	...	840	2,067	749	12,406	33,694
Total ...	26,679	6,928	11,312	44,919	14,86,075	89,060	79,476	1,06,376	66,679	2,56,090	20,94,305
Total, Direct Expenditure ...	4,36,629	1,06,578	1,55,042	6,80,229	1,44,66,682	6,00,102	29,44,273	37,16,846	7,53,697	23,54,865	2,47,77,487
Buildings, furniture and apparatus ...	630	...	469	1,099	5,62,140	3,52,215	4,74,604	2,936	2,596	1,66,513	14,60,903
University ...	...	...	...	...	67,000	...	...	2,46,612	56,932	1,250	3,71,794
Direction ...	...	...	...	...	1,39,383	...	...	...	...	...	1,39,383
Inspection ...	...	...	...	...	13,21,495	...	...	...	55	6,67	13,21,577
Secondary schools ... Arts colleges	...	...	...	...	47,027	5,000	...	...	18,726	33,019	1,04,832
Medical colleges	...	...	...	...	6,174	356	...	...	...	...	6,534
Other Professional colleges	...	...	...	...	27,376	560	...	...	561	...	28,497
Secondary schools	...	...	...	...	(h) 72,575	18,366	948	2,943	13,063	11,065	1,19,960
Primary schools	...	...	...	...	50,415	47,766	6,140	...	1,716	6,953	1,12,990
Medical schools	...	...	...	...	...	758	...	...	1,116	...	1,874
Technical and industrial schools	...	...	...	...	1,111	2,823	1,561	...	9,104	2,246	16,845
Other special schools ...	...	...	...	...	13,924	...	...	...	207	190	14,321
Miscellaneous—											
Hostel (Boarding) charges ...	...	...	...	...	2,34,423	26,594	7,019	2,56,246	63,698	2,64,974	9,53,136
Miscellaneous ...	...	...	...	...	21,228	...	...	3,040	3,203	...	27,471
Total ...	...	...	...	...	2,65,992	26,594	7,019	2,59,326	67,141	2,64,974	9,80,716
Total, Indirect Expenditure ...	630	...	469	1,099	25,79,976	4,82,341	4,90,272	6,11,627	1,04,377	4,46,376	47,23,480
Total, Expenditure on Public Instruction ...	4,37,249	1,06,578	1,55,511	6,81,328	1,69,58,359	11,82,442	34,34,545	43,28,473	9,17,974	27,91,261	2,96,00,967

* The amount of imperial funds shown as provincial revenues in columns 2, 9, 16 and 27 which is expended upon institutions, etc., included in General Table III direct and not through the medium of provincial funds is Rs. 20,892. This is distributed under the following heads:—

Ordinary grant.	Drawing grant.	Scholarships.
Rs.	Rs.	Rs.
2,798 (e)	368 (g)	1,167 (h)
2,137 (b)		
451 (c)		
829 (d)		
12,800 (e)		
437 (f)		
Total ... 19,353		

† This amount includes the expenditure of Rs. 2,476 on the Cantonment Committee's A. V. School, Deesa Camp.

‡ This amount includes the expenditure of Rs. 12,565 on 3 Cantonment schools maintained by the Cantonment Committees, Bhingar (Ahmednagar), Ahmedabad Camp and Deesa Camp.

Note.—The figures in column 9 represent expenditure from purely Provincial Funds, those in column 10 that from purely Local Funds and those in column 11 that from purely Municipal Funds.

§ Statistics for Table III and others relating to the Municipal A. V. Class for girls have not been supplied by the Municipality concerned.

(4-a)—Expenditure on Public Instruction for Europeans in the British Districts of the Bombay Presidency for the Official Year 1921-22.

Objects of Expenditure.	Public Institutions. Under Private Management. Aided by Government or by Local or Municipal Boards.							Public Institutions. Under Private Management. Unaided.				Total Expenditure from.							Grand Total.
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
SCHOOL EDUCATION, GENERAL.																			
Secondary Schools—																			
High Schools for males ...	*1,27,879	...	500	1,16,158	21,668	55,749	3,22,158	...	...	...	...	*1,27,879	...	500	1,16,158	21,668	55,749		3,22,158
Middle Schools—English—for males ...	10,470	...	...	8,323	2,655	10,683	10,990	...	...	...	...	10,470	...	...	8,323	2,655	10,683		10,990
High Schools for females ...	1,44,583	...	500	1,06,905	8,640	70,202	3,30,771	...	...	...	...	1,44,583	...	500	1,06,905	8,640	70,202		3,30,771
Middle Schools—English—for females.	16,934	...	70	9,605	801	34,407	61,817	281	...	1,604	1,885	16,934	...	70	9,605	801	35,011		63,729
Total ...	2,99,866	...	1,070	2,90,990	34,964	9,18,091	6,45,680	281	...	1,604	1,885	2,99,866	...	1,070	2,91,121	34,964	2,20,695		6,27,565
SCHOOL EDUCATION, SPECIAL.																			
Training Schools ... for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		...
for females ...	14,257	...	...	5,323	...	5,769	25,349	...	...	...	...	14,257	...	...	5,323	...	5,769		25,349
Commercial Schools ... for males ...	500	...	...	...	...	16,495	16,995	...	...	...	...	500	...	...	...	...	16,495		16,995
for females ...	3,000	...	...	5,873	...	1,139	6,012	...	...	...	...	3,000	...	...	5,873	...	1,139		6,012
Other Schools ... for males ...	*2,010	...	...	...	...	...	2,010	...	...	...	...	*2,010	...	...	...	...	...		2,010
for females ...	3,049	...	...	...	...	1,052	4,101	...	...	...	...	3,049	...	...	...	...	1,052		4,101
Total ...	22,816	...	...	7,996	...	24,455	54,267	...	...	...	...	22,816	...	...	7,996	...	24,455		54,267
Total Direct Expenditure ...	3,22,721	...	1,070	2,98,986	34,964	2,42,546	6,99,947	281	...	1,604	1,885	3,22,721	...	1,070	2,99,117	34,964	2,44,150		6,99,832
Buildings, furniture and apparatus ...	15,405	...	...	304	...	23,187	38,896	...	...	...	...	15,405	...	...	304	...	23,187		38,896
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	13,169	...	...	...	...	...		13,169
Scholarships held in—																			
Arts College ...	...	...	...	...	...	...	...	...	...	...	...	1,840	...	...	...	...	...		1,840
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	900	...	...	...	...	...		900
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	420	...	...	...	...	...		420
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	*4,379	...	...	...	1,421	7,511		7,511
Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		...
Miscellaneous—																			
Hostel (Boarding) Charges ...	...	...	...	...	...	...	...	...	...	...	...	99,631	...	...	2,74,800	33,796	30,305		4,46,132
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	5,429	...	...	...	...	...		5,429
Total ...	...	...	...	...	...	...	...	...	...	...	...	1,04,025	...	...	2,74,800	33,796	30,305		4,51,571
Total, Indirect Expenditure ...	15,405	...	...	304	...	23,187	38,896	...	...	...	...	1,20,625	...	...	2,74,804	35,217	53,905		13,600
Total Expenditure on Public Instruction	3,38,126	...	1,070	2,99,290	34,964	2,66,533	9,39,843	281	...	1,604	1,885	4,43,347	...	1,070	5,74,021	70,181	2,98,055		14,16,032

* The amount of imperial funds shown as provincial revenues in Columns 2 and 13 which is expended upon institutions, etc., included in General Table III direct and not through the medium of Provincial Funds is Rs. 13,695. This is distributed under the following heads:—

	Rs.
Ordinary grant ...	12,300
Drawing grant ...	162
Scholarships ...	1,197
	13,695

(5)—*Stages of instruction of pupils in public schools for general education in the British Districts of the Bombay Presidency at the end of the official year 1921-1922.*

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage. 2			Total Secondary stage. 3			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage. 3		
					Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
1			2	3	4	5	6	7	8	9	10	11	12	13	14	15
Secondary schools—																
For males	Government	English	29	10,383	6,612	28	6,640	3,123	10	3,143	10,345	38	10,383	.....	.....	.....
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Local Fund	English	5	518	166	.....	166	352	.....	352	518	.....	518	.....	.....	.....
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Municipal Fund	English	56	6,317	2,276	.....	2,276	4,027	14	4,041	6,303	14	6,317	.....	.....	.....
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Aided	English	236	41,740	15,533	122	15,655	20,104	325	20,429	35,637	447	36,084	1,868	139	2,007
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Unaided	English	52	7,944	3,222	159	3,301	3,079	334	3,413	6,301	493	7,304	163	26	189
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total		376	66,902	27,810	309	28,128	31,686	583	32,478	59,714	892	60,606	2,031	165	2,196
For females	Government	English	7	883	.....	279	279	.....	604	604	.....	883	883	.....	.....	.....
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Local Fund	English	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Municipal Fund	English	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Aided	English	73	9,941	.....	1,959	1,959	54	2,979	2,933	54	4,146	4,202	53	1,921	1,974
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Unaided	English	7	483	6	103	109	21	254	275	27	357	384	.....	95	95
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total		87	10,706	6	1,651	1,657	75	3,737	3,812	81	5,388	5,469	53	1,946	1,999
Total, Secondary Schools			463	77,607	27,816	1,960	29,785	31,970	4,320	36,290	59,795	6,280	66,075	2,084	1,411	3,495
Primary schools—																
For males	Government		37	4,568	.....	.....	.....	.....	.....	.....	.....	.....	.....	847	7	854
	Local Fund		1,805	456,895	.....	.....	.....	.....	.....	.....	.....	.....	.....	44,592	322	44,904
	Municipal Fund		906	135,554	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,889	41	12,912
	Aided		2,087	102,349	.....	.....	.....	373	.....	373	373	.....	373	2,819	264	3,083
	Unaided		55	3,710	5	.....	5	56	.....	56	61	.....	61	52	.....	52
	Total		11,170	692,103	5	.....	5	429	.....	429	434	.....	434	60,980	634	61,322
For females	Government		9	1,145	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	84	84
	Local Fund		603	33,930	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1,281	1,287
	Municipal Fund		402	42,549	.....	.....	.....	.....	140	140	.....	140	140	2	1,765	1,767
	Aided		493	26,371	.....	32	32	.....	87	87	.....	119	119	37	1,093	1,130
	Unaided		15	1,931	.....	.....	.....	.....	.....	.....	.....	.....	.....	23	82	105
	Total		1,482	106,426	.....	32	32	.....	227	227	.....	259	259	68	4,305	4,373
Total, Primary Schools			12,652	798,529	5	32	37	429	227	656	434	259	693	60,795	4,939	65,695
Grand Total			13,115	876,115	27,820	1,992	29,822	32,399	4,547	36,946	60,229	6,539	66,768	62,879	6,350	69,190

(5)—*Stages of instruction of pupils in public schools for general education in the British Districts of the Bombay Presidency at the end of the official year 1921-1922*—concluded.

Class of schools—*contd.*			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books. 4			Not reading printed books. 5			Total.			Total Primary stage.			Grand total.		
			Males. 15	Females. 17	Total. 18	Males. 19	Females. 20	Total. 21	Males. 22	Females. 23	Total. 24	Males. 25	Females. 26	Total. 27	Males. 28	Females. 29	Total. 30
Secondary schools—																	
For males	Government	English	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,546	30	10,576
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Local Fund	English	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	518	.....	518
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Municipal Fund	English	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,303	14	6,317
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Aided	English	2,797	452	3,249	296	114	410	3,093	566	3,659	4,561	705	5,266	40,588	1,152	41,740
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Unaided	English	299	81	380	59	12	71	358	93	451	561	110	645	7,432	512	7,944
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total		3,096	533	3,629	355	126	481	3,451	659	4,110	5,122	824	5,946	65,186	1,716	66,902
For females	Government	English	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	883	883
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Local Fund	English	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Municipal Fund	English	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Aided	English	611	2,488	3,099	261	527	788	872	2,993	3,865	925	4,214	5,139	979	8,362	9,341
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Unaided	English	18	48	66	4	2	6	22	50	72	22	15	37	49	432	481
		Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total		629	2,534	3,163	265	509	774	894	3,043	3,937	947	4,229	5,236	1,028	9,677	10,705
Total, Secondary Schools			3,715	3,067	6,792	620	635	1,255	4,345	3,702	8,047	6,069	5,113	11,182	66,214	11,393	77,607
Primary schools—																	
For males	Government		2,554	499	3,153	807	277	1,084	3,361	776	4,137	3,308	777	4,085	3,308	777	4,085
	Local Fund		287,284	20,029	307,313	87,995	16,969	104,964	375,279	37,018	411,297	418,555	37,040	455,595	418,555	37,040	455,595
	Municipal Fund		83,975	3,903	87,178	32,831	2,977	35,447	106,845	6,940	112,625	110,133	5,931	115,564	110,133	5,931	115,564
	Aided		64,482	8,745	73,177	19,646	5,053	25,716	84,078	14,913	98,991	86,879	15,079	101,958	87,206	15,059	102,265
	Unaided		3,429	371	4,720	769	188	957	4,198	559	4,757	3,950	459	3,650	3,961	409	3,720
	Total		440,724	33,347	474,121	131,121	25,005	157,126	571,905	59,446	631,347	629,155	60,076	689,652	633,027	60,076	693,103
For females	Government		36	109	195	40	226	266	126	335	1,061	126	1,019	1,145	125	1,019	1,145
	Local Fund		45	21,394	21,439	24	10,549	10,573	69	31,943	31,982	75	33,234	33,309	75	33,234	33,309
	Municipal Fund		193	27,178	27,371	137	12,634	12,771	330	39,812	40,142	330	42,117	42,509	330	42,117	42,549
	Aided		2,245	15,974	18,219	1,048	8,855	9,903	3,293	24,829	28,122	3,330	25,962	29,292	3,330	25,962	29,292
	Unaided		286	990	1,276	194	525	650	510	1,515	1,826	533	1,968	2,501	533	1,968	2,501
	Total		2,845	66,845	69,690	1,383	22,600	30,983	4,328	96,445	100,773	4,296	100,500	108,346	4,296	100,600	108,896
Total, Primary Schools			443,729	100,192	543,921	132,504	55,605	188,109	576,233	155,897	732,130	633,452	160,576	797,998	637,323	161,076	798,399
Grand Total			447,444	103,259	550,703	133,124	56,240	189,364	580,578	159,599	740,177	639,521	165,689	809,210	703,537	172,469	876,006

(5a)—Table showing the number of pupils in each stage of instruction, classified according to sex, race or creed, in the British Districts of the Bombay Presidency at the end of the official year 1921-22.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus. Brahmins.	Hindus. Non-Brahmins.	Muhammedans.	Buddhists.	Parsis.	Others.	Total of columns 1—9.	Depressed classes.	Total of columns 10—11.
1		2	3	4	5	6	7	8	9	10	11	12
College Stage ...	Males ...	35	209	3,066	3,504	294	20	795	199	7,168	1	7,168
	Females ...	111	58	71	57	.....	.....	16	9	326	.....	326
High Stage ...	Males ...	147	779	10,927	11,589	2,561	2	2,464	265	27,716	75	27,800
	Females ...	182	309	302	501	1	.....	580	70	1,954	.....	1,954
Middle Stage ...	Males ...	474	1,370	6,771	10,807	3,488	2	2,949	304	26,215	184	26,399
	Females ...	527	826	596	1,052	42	1	1,347	140	4,531	5	4,537
Upper Primary Stage ...	Males ...	454	1,500	12,694	26,550	2,955	.....	531	213	61,477	1,262	62,739
	Females ...	543	488	1,595	2,183	534	.....	475	78	6,358	92	6,350
Lower Primary Stage ...	Males ...	1,097	12,467	40,842	206,461	226,767	2	3,300	1,254	549,610	20,966	570,576
	Females ...	1,049	7,998	26,152	82,660	32,964	2	3,409	760	155,590	4,399	159,989
Special Schools ...	Males ...	60	459	3,440	5,839	2,463	7	497	158	10,972	103	10,965
	Females ...	85	407	669	607	261	.....	134	60	2,205	18	2,347
Private Institutions ...	Males ...	10	584	4,074	27,377	16,765	3	47	2	48,912	1,617	49,529
	Females ...	15	316	678	3,992	7,097	.....	93	.....	12,195	191	12,386
Grand Total ...	Males ...	2,976	16,817	82,289	479,728	140,053	36	9,987	2,849	737,425	23,261	711,164
	Females ...	2,517	10,784	30,133	91,088	40,854	3	6,102	1,117	182,800	4,565	187,365
	Total ...	4,806	29,601	112,722	570,816	181,417	39	15,989	3,966	920,126	30,826	950,952

Note.—Column 11 will contain the total of all depressed classes, whether Hindu, Muhammedan, Animistic, etc. The preceding columns and the total in column 10 will give the numbers of those belonging to the castes or races specified exclusive of those who are regarded as depressed classes and hence shown in column 11. The grand total of columns 10 and 11 (as shown in column 12) together will accordingly equal the grand total of pupils shown in General Tables I and III.

(6)—*Results of the Prescribed Examinations in the British Districts of the Bombay Presidency during the official year 1921-1922.*

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.								
		Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus. Brahmins.	Hindus. Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Arts Colleges.																							
Master of Arts	Males	3	5	...	8	19	32	...	1	52	12	17	...	...	29	...	...	29	...	...	...	...	...
	Females	...	2	...	2	...	2	...	...	2	...	1	...	...	1	...	...	...	...	...	...	...	1
Master of Science	Males	...	4	...	4	...	5	...	...	5	...	3	...	...	3	...	...	3	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Arts (Honours)	Males	4	6	...	10	105	245	...	10	360	94	198	...	6	298	...	12	289	13	...	27	2	2
	Females	1	2	...	3	3	5	...	1	9	3	4	...	1	8	...	2	2	...	...	2	2	2
Bachelor of Arts (Pass)	Males	4	6	...	10	84	445	...	255	784	48	166	...	144	358	...	10	335	7	...	19	2	1
	Females	3	2	...	6	3	5	...	3	11	2	3	...	2	7	...	1	5	...	...	...	1	...
Bachelor of Science (Pass)	Males	3	4	...	7	95	75	...	22	194	19	25	...	12	56	...	1	51	...	...	14	...	...
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate in Arts	Males	4	6	...	10	269	454	...	154	907	147	261	...	62	470	...	13	387	25	...	45	2	...
	Females	4	5	...	9	7	25	...	1	34	4	12	...	1	18	...	2	11	...	...	4	1	...
Intermediate in Science	Males	3	4	...	6	43	207	...	27	277	21	106	...	11	138	1	5	116	2	...	14	...	...
	Females	...	2	...	2	...	3	...	...	3	...	1	...	...	1	...	...	1	...	...	...	...	...
Colleges for Professional Training.																							
Law.																							
Master of Law	Males	...	...	...	...	...	...	...	4	4	...	...	...	1	1	...	...	1	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Law	Males	1	...	...	1	454	...	...	...	454	302	...	...	...	302	2	7	267	12	...	14	...	...
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commerce.																							
Bachelor of Commerce	Males	1	...	...	1	57	...	...	...	57	31	...	...	...	31	...	3	25	...	...	3	...	...
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine.																							
Doctor of Medicine	Males	1	...	...	1	2	...	...	...	2	1	...	...	...	1	...	...	1	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Master of Surgery	Males	1	...	...	1	2	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Medicine or Surgery	Males	1	...	...	1	276	...	...	...	276	123	...	...	...	123	...	12	90	3	...	16	...	2
	Females	1	...	...	1	13	...	...	...	13	7	...	...	...	7	...	3	3	...	1	...	...	...
Bachelor of Hygiene	Males	1	...	...	1	6	...	...	...	6	1	...	...	...	1	...	1	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Engineering.																							
Master of Civil Engineering	Males								1	1													
	Females																						
Bachelor of Civil Engineering	Males	1			1	56				56	30				30			96				4	
	Females																						
Bachelor of Mechanical Engineering	Males	1			1	12				12	5				5			5					
	Females																						
Examinations not conducted by Universities for. Mechanical Engineers	Males	1			1	4				4	4				4			2	2				
	Females																						
Electrical Engineers	Males	1			1	4				4	4				4			3	1				
	Females																						
Lower Subordinates (Sub-overseers).	Males	1			1	17				17	15				16			13	3				
	Females																						
P. W. D. Accountants	Males	5			5	23				23	8				8			5	3				
	Females																						
Teaching.																							
Post-graduate degrees or licenses (S. T. College Diploma)	Males	1			1	27			2	31	85			1	35			16	8	• 1		1	
	Females	1			1	3				3	5				3		1					1	1
Agriculture.																							
Master of Agriculture	Males								2	2				2	2			2					
	Females																						
Bachelor of Agriculture	Males	1			1	47				47	44				44		4	25		5			
	Females																						
Veterinary Examinations (G. B. V. C.)	Males	1			1	65				65	48				48		2	61	14	9		1	1
	Females																						
Commercial Examinations.																							
London Chamber of Commerce Examination. Senior	Males	1	2	22	25	6	51	237	42	929		6	237	7	230	4	15	61	77	15		45	13
	Females			2	2			3	4	7				4	4							4	
Junior	Males	1	1	13	15	10	30	51	2	113	1	3	0	1	14	1		3	7			3	
	Females																						
Government Diploma Examination in Accountancy	Males	1		1	2	12		40	1	57	6		14	3	22*			6	9			7	
	Females																						
Technological Examinations.																							
Victoria Jubilee Technical Institute Examinations. L. M. E. (a)	Males		1		1		13			13		13			13		1	4	7	1			
	Females																						
L. T. M. (b)	Males		1		1		11			11		11			11		2	2	8			1	
	Females																						
L. R. E. (c)	Males		1		1		15			16		15			15		1	7	6	1			
	Females																						
L. T. C. (d)	Males		1		1		7			7		7			7			1	6			1	
	Females																						
Sanitary Engineering and Plumbing (e)	Males		1		1		6			6		5			5			2	1	1		1	
	Females																						
SCHOOLS FOR GENERAL EDUCATION.																							
School Leaving Certificate Examination for the purpose of Matriculation.	Males	92	91	20	141	1,054	2,335	208	650	4,577	718	1,315	240	300	2,531		118	2,116		102		190	7
	Females	2	41	4	25	23	176	23		231	31	39	8		128	1	31	71				20	5
School Leaving Certificate Examination for the purpose of qualifying for Government service.	Males	21	53	5	84	261	685	19	237	1,272	130	194	5	61	399		4	869		18		8	
	Females	1		1	2	1	3	2		6													
High School Examination for Europeans	Males		6		6		22			22		30			10	9				1			
	Females		7		7		27	4		27		38			18	16			1			1	
Cambridge Higher Local Examination	Males		1		1		1			1													
	Females		3		3		11			11		7			7	7							
Cambridge Senior Local Examination	Males		10	1	11		34	9	2	45		15	2		17	9	2	1	2			3	
	Females		12		12		60			60		25			35	22	7		2			3	2
Cambridge Junior Local Examination	Males		8		8		60			68		24			24	17		1	1	1			4
	Females		17	1	18		103	4	1	108		42			42	25	0		9				4
Cambridge Preliminary Local Examination	Males		7		7		45			45		31			31	26	3						2
	Females		13		13		10			10		42			42	29	13		3			1	3
Anglo-Vernacular Middle Examination †	Males	66	192	36	285	1,963	5,498	290		8,581	1,404	3,351	630		5,611	24	127	1,783	2,685	698	1	278	81
	Females	6	27	3	36	130	475	38		619	64	320	29		474	95	91	70	75	11		146	63
Vernacular Final or Middle Examination	Males	1,361	160	44	1,761	5,885	891	179	1,362	8,507	3,190	451	60	459	4,192		28	1,236	2,181	693	19	93	12
	Females	5	1	1	7	10	1	4	5	30	5	1		1	7		1	5	1				
Upper Primary Examination †	Males	1,022	95	1	1,640	7,096	212	25		7,384	3,202	156	7		4,115		75	1,154	2,330	436		8	40
	Females	4	2	1	7	19	14	7		34	8	9	3		20		3	6	11				
Lower Primary Examination †	Males	6,384	754	16	8,104	40,093	8,019	307		61,307	25,845	4,685	196		25,707		1,471	5,605	17,461	3,438		850	415
	Females	653	124	6	703	3,330	1,437	93		4,850	2,130	850	67		3,047		188	824	1,461	285	2	252	98

* Besides these 13 candidates out of 50 examined who passed the examination were from other Provinces (11 from Madras and 2 from Mysore).
† These are not public examinations but school examinations.
(a) 1st class 2, 2nd class 10; pass class 1. (b) 1st class 4, 2nd class 7. (c) 1st class 9, 2nd class 4 and Pass class 2. (d) 1st class 3, and 2nd class 4. (e) 1st class 1, 2nd class 1 and Pass class 3.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.								
																	Hindus.						
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Native Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
SCHOOLS FOR SPECIAL INSTRUCTION.																							
Training School Examinations for Masters—																							
Secondary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary	25	2	...	27	2,703	39	...	235	2,943	2,502	32	...	176	2,710	...	61	914	1,020	508	...	...	...	8
Technical (Normal Class Examination at the College of Engineering).	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Training School Examinations for Mistresses—																							
Secondary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary	9	9	...	18	503	213	...	50	836	377	180	...	49	606	...	219	148	184	93	...	1	12	
Teachers' Examinations for those who are not students of a Training School.	Elementary Drawing Examination. Males	2	43	...	45	2	44	...	...	45	15	...	...	16	...	...	15	1	...	...	...	...	
	Elementary Drawing Examination. Females	1	5	...	6	2	13	...	...	15	11	...	...	11	8	...	...	...	...	...	3	...	
	Elementary Drawing Examination. Males	164	962	44	469	1,300	1,205	312	79	3,676	632	329	157	95	1,209	46	148	377	712	234	1	75	8
	Elementary Drawing Examination. Females	8	55	11	69	67	235	43	3	338	29	84	18	6	124	29	34	18	41	...	...	30	3
	Intermediate Drawing Examination. Males	138	187	95	340	570	816	92	128	1,606	372	408	47	79	907	22	57	322	330	109	1	32	2
	Intermediate Drawing Examination. Females	5	99	6	60	16	131	14	4	165	19	60	5	2	77	18	22	10	11	1	...	12	
	Drawing Teachers' Examination. Males	1	...	...	1	17	...	...	7	24	11	...	...	2	13	...	...	7	4	2	...	...	
	Drawing Teachers' Examination. Females	1	...	...	1	2	...	...	1	3	2	...	...	...	2	...	...	...	...	...	1	...	
School of Art Examinations.	Drawing Masters' Examination. Males	...	...	...	...	...	...	...	6	6	...	...	...	2	2	...	1	1	...	...	...	...	
	Drawing Masters' Examination. Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Art Masters' Examination. Males	...	...	...	...	...	...	...	1	1	...	...	...	1	1	...	...	1	...	...	...	...	
	Art Masters' Examination. Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Others ... ... Males	3	...	1	4	92	...	12	9	103	61	...	9	9	79	9	7	28	41	6	...	9	8
	Others ... ... Females	1	...	...	1	2	...	...	...	2	1	...	...	...	1	...	...	...	1	...	...	...	
Engineering School Examinations	Males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
*J. C. P. S. Examination	Males	4	...	...	4	304	...	...	5	309	197	...	...	4	191	11	1	3	106	5	...	5	...
	Females	2	...	...	2	4	...	...	...	4	1	...	...	...	1	...	...	...	1	...	...	...	...
Government Diploma Examination in Co-operative Accountancy.	Males	...	...	...	...	...	...	...	2	2	...	...	...	2	2	...	...	2	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Besides these 37 (including 2 female scholars) out of 92 examined, who passed the examination, were from other Provinces.

(7)—*Return showing the Distribution of Local Board and Municipal Expenditure on Public Instruction in the British Districts of the Bombay Presidency for the Official Year 1921-22.*

Objects of Expenditure.	Expenditure of Local Boards on Public Instruction.														
	In Institutions managed by Local Boards.											In Institutions managed by			Total Local Boards' Expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.															
Arts Colleges.															
English ... ... for males ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	6,250	6,250
English ... ... for females ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	.....
Total ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	6,250	6,250
SCHOOL EDUCATION, GENERAL.															
Secondary Schools.															
High Schools for males	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	.....
Middle Schools for males ... ... English ...	5	518	483	427	12,873	13,360	.....	8,006	.....	...	34,239	...	742	7,577	21,779
High Schools for females	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	.....
Middle Schools for females ... ... English ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	.....
Total ...	5	518	483	427	12,873	13,360	.....	8,006	.....	...	34,239	...	742	7,577	21,779
Primary Schools.															
For males	7,895	456,895	445,966	369,921	69,14,654	4,86,155	.....	1,65,229	75,851	17,842	76,61,761	600	57,960	955	5,47,700
For females	603	33,309	32,831	22,912	5,56,354	29,043	.....	.....	3,000	...	5,84,397	...	4,669	600	34,312
Total ...	8,498	490,904	478,797	392,833	74,67,008	5,17,398	.....	1,65,229	78,851	17,842	82,46,158	600	62,629	1,555	5,82,012

(7)—*Return showing the Distribution of Local Board and Municipal Expenditure on Public Instruction in the British Districts of the Bombay Presidency for the Official Year 1921-22*—contd.

Objects of Expenditure.	Expenditure of Municipal Boards on Public Instruction.															Total Expenditure of Local and Municipal Boards on Public Instruction.
	In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal Expenditure on Public Instruction.	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rate.	Local Boards' Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.		
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
UNIVERSITY EDUCATION—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.																
English ... ... for males ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	9,975	9,975	16,225
English ... ... for females ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	.....
Total ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	9,975	9,975	16,225
SCHOOL EDUCATION, GENERAL.																
Secondary Schools.																
High Schools for males	11	2,681	2,421	2,052	43,615	15,236	...	57,926	1,526	8,627	1,26,930	...	...	12,140	27,376	27,376
Middle Schools for males ... ... English ...	44	3,036	3,481	2,912	48,020	51,609	742	50,994	1,344	617	1,53,316	...	...	6,733	58,342	80,421
High Schools for females	...	...	...	.....	.....	...	...	...	...	...	...	...	...	4,110	4,110	4,110
Middle Schools for females ... ... English ...	...	...	...	.....	239	...	...	...	...	...	239	...	...	70	70	70
Total ...	55	6,317	5,902	4,964	91,914	66,845	742	1,08,920	2,870	9,244	2,80,535	...	...	23,053	89,898	1,11,677
Primary Schools.																
For males	906	125,554	129,923	98,136	12,75,930	17,66,561	57,960	1,12,616	1,080	32,036	33,45,216	...	...	1,13,772	18,80,334	24,28,034
For females	402	42,549	43,537	29,845	3,30,795	8,25,458	4,669	14,212	829	10,967	11,86,980	...	...	60,172	8,84,639	9,18,942
Total ...	1,308	168,203	173,460	127,981	17,06,745	25,92,019	62,629	1,26,827	1,909	43,017	45,33,146	...	...	1,72,945	27,64,964	33,46,976

Objects of Expenditure.	Expenditure of Local Boards on Public Instruction. In Institutions managed by Local Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls daily during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Endowments.	Subscriptions and other receipts.	Total.	In Institutions managed by Government.	Municipal Boards.	Private persons or Associations.	Total Local Boards' Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SCHOOL EDUCATION, SPECIAL.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools ... ... for males ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	60,620	...	.....	60,620
Training Schools ... ... for females ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	10,438	...	.....	10,438
Medical Schools ... ... for males ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	2,750	...	.....	2,750
Medical Schools ... ... for females ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	500	500
Engineering and Surveying Schools ... for males ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	200	200
Technical and Industrial Schools ... for males ...	4	397	413	397	11,624	10,988	900	4,237	714	11,891	40,404	50	1,500	1,114	18,652
Technical and Industrial Schools ... for females ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	.....
Commercial Schools ... ... for males ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	.....
Agricultural Schools ... ... for males ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	283	...	.....	283
Other Schools ... ... for males ...	.....	.....	.....	.....	495	.....	.....	.....	.....	...	495	...	12	.....	12
Other Schools ... ... for females ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	.....
Total ...	4	397	413	397	12,119	10,988	900	4,237	714	11,891	40,899	73,946	1,512	2,814	80,660
Total, Direct Expenditure ...	8,567	491,109	479,695	353,547	74,99,000	5,41,793	900	1,77,472	79,565	23,733	83,21,296	74,546	64,883	18,096	6,59,101
Buildings, Furniture and Apparatus	.....	.....	.....	.....	1,78,300	3,52,215	.....	.....	.....	631	5,31,286	...	...	.....	3,52,215
Scholarships held in — Arts Colleges	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	5,070
Scholarships held in — Medical Colleges	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	300
Scholarships held in — Other Professional Colleges ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	300
Scholarships held in — Secondary Schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	18,366
Scholarships held in — Primary Schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	47,095
Scholarships held in — Medical Schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	738
Scholarships held in — Technical and Industrial Schools ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	9,583
Scholarships held in — Other Special Schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	.....
Miscellaneous— Hostel (Boarding) charges	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	26,594
Miscellaneous	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	...	...	.....	.....
Total, Indirect Expenditure ...	.....	.....	.....	.....	1,78,300	3,52,215	.....	.....	.....	631	5,31,286	...	...	.....	4,55,541
Grand Total ...	8,567	491,109	479,695	353,547	76,79,300	5,93,701	900	1,77,472	79,565	50,164	88,86,582	74,546	64,883	18,096	11,06,442

Objects of Expenditure.	Expenditure of Municipal Boards on Public Instruction. In Institutions managed by Municipal Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rate.	Local Boards' Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	In Institutions managed by Government.	Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
SCHOOL EDUCATION, SPECIAL—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools ... for males ...	...	...	...	.....	.....	...	...	...	...	...	...	15,200	...	...	15,200	75,620
Training Schools ... for females ...	1	18	22	16	3,758	3,761	...	...	...	...	7,519	7,208	...	4,412	15,[illegible]66	29,904
Medical Schools ... for males ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	2,750
Medical Schools ... for females ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	550
Engineering and Surveying Schools ... for males ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	100	100	1,050
Technical and Industrial Schools ... for males ...	4	115	119	95	8,342	10,618	1,500	23	1,202	706	22,291	1,813	950	20,000	33,283	46,035
Technical and Industrial Schools ... for females ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	810	810	810
Commercial Schools ... for males ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	.....
Agricultural Schools ... for males ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	288
Other Schools ... for males ...	6	245	236	172	6,510	2,217	12	...	...	112	8,851	2,500	...	9,050	13,767	13,779
Other Schools ... for females ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	810	810	810
Total ...	11	378	377	352	18,610	16,496	1,512	23	1,202	818	38,661	26,808	950	37,192	79,436	1,58,695
Total, Direct Expenditure ...	1,374	174,898	179,729	133,230	18,17,269	26,75,360	64,883	2,35,770	5,981	58,079	48,52,342	26,808	950	2,41,155	29,44,273	36,42,374
Buildings, Furniture and Apparatus ...	...	...	...	.....	62,298	4,68,932	...	...	...	22,512	5,53,742	...	...	5,672	4,74,604	8,20,819
Scholarships held in ... Arts Colleges ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	5,070
Scholarships held in ... Medical Colleges...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	360
Scholarships held in ... Other Professional Colleges ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	360
Scholarships held in ... Secondary Schools ...	...	...	...	.....	...	...	...	...	...	...	...	...	...	...	948	19,314
Scholarships held in ... Primary Schools ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	6,140	53,233
Scholarships held in ... Medical Schools ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	738
Scholarships held in ... Technical and Industrial Schools ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	1,561	4,084
Scholarships held in ... Other Special Schools ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	.....
Miscellaneous—																
Hostel (Boarding) charges ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	7,019	33,613
Miscellaneous ...	...	...	...	.....	.....	...	...	...	...	...	...	...	...	...	.....	.....
Total, Indirect Expenditure ...	...	...	...	.....	62,298	4,68,932	...	...	...	22,512	5,53,742	...	...	5,672	4,94,272	9,43,613
Grand Total ...	1,374	174,898	179,729	133,230	18,79,567	31,44,292	64,883	2,35,770	5,981	75,591	51,06,084	26,808	950	2,46,827	34,34,545	45,86,987

(c)—*Attendance and Expenditure in Hostels or Boarding-houses in the British Districts of the Bombay Presidency for the official year 1921-1922.*

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Capital Expenditure from						
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government—														
Males	54	3,894	559	204	671	29	2,431	1,18,868	.....	7,355	3,292	5,500	1,34,535	
Females	6	276	...	...	78	7	201	12,536	.....	.....	233	1,112	13,881	
Managed by Local or Municipal Boards—														
Males	28	623	...	...	316	365	7	11,538	14,815	68	604	2,145	29,260	
Females	.....	.....	...	...	...	.....	...	.....	.....	.....	.....	.....	.....	
Aided by Government or by Local or Municipal Boards—														
Males	69	3,951	531	5	2,174	1,019	212	8,526	22,675	6,454	58,597	44,618	1,30,870	
Females	40	2,715	18	43	1,751	573	307	3,065	710	.....	30,013	747	34,535	
Unaided—														
Males	31	3,394	218	26	2,435	197	418	.....	.....	66,786	20,853	22,535	1,00,174	
Females	11	490	3	1	140	321	25	.....	.....	.....	20,230	.....	20,230	
Total ...	239	15,443	1,349	289	7,575	2,509	3,721	1,54,023	38,300	69,633	1,33,822	76,707	4,72,455	
Males	192	11,864	1,308	256	5,506	1,605	3,008	1,38,422	37,590	69,633	83,346	74,643	4,05,839	
Females	57	3,581	21	64	1,979	904	623	15,601	710	.....	50,476	1,880	68,646	
Grand Total ...	239	15,443	1,349	289	7,575	2,509	3,721	1,54,023	38,300	69,633	1,33,822	76,707	4,72,455	

(9)—Number and qualifications of teachers in the British Districts of the Bombay Presidency for the official year 1921-1922.

			(a) In Primary Schools.						(b) In Middle Schools.						(c) In High Schools.						(d) In Colleges. (Arts Colleges only affiliated to the University.)						Grand Total.
			Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
In Schools for Indians.	Teachers of Vernacular.	Trained	157	9,647	2,631	752	41	14,216	1	...	...	4	...	5	8	...	...	2	...	10	2	...	...	...	...	2	14,233
		Untrained	59	8,122	3,16[illegible]	3,078	227	14,654	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14,654
		Total	216	17,769	6,797	3,830	268	28,870	1	...	...	4	...	5	8	...	...	2	...	10	2	...	...	...	...	2	28,887
	Anglo-Vernacular teachers and teachers of classical languages.	Trained	...	2	...	...	...	2	30	30	60	152	10	249	244	...	15	362	27	648	42	...	...	81	...	123	962
		Untrained	1	2	...	...	...	3	46	13	109	583	97	936	221	...	115	1,118	288	1,742	52	...	...	96	...	148	9,859
		Total	1	4	...	...	...	5	76	43	265	704	107	1,185	465	...	130	1,480	315	2,390	94	...	...	177	...	271	3,771
		Possessing a degree.	...	...	...	...	...	...	46	5	32	121	22	226	329	...	45	497	144	1,015	42	...	...	145	...	187	1,475
		Possessing no degree.	1	4	...	...	...	5	30	28	233	583	85	959	136	...	85	983	171	1,375	12	...	...	12	...	24	2,296
		Total	1	4	...	...	...	5	76	33	265	704	107	1,185	465	...	130	1,480	315	2,390	94	...	...	157	...	251	3,771
In Schools for Europeans.		Trained	...	...	...	...	...	...	...	...	...	80	2	82	...	...	...	241	4	245	...	...	...	...	...	...	327
		Untrained	...	...	...	...	...	...	...	...	...	192	21	213	...	...	...	246	31	277	...	...	...	...	...	...	490
		Total	...	...	...	...	...	...	...	...	...	272	23	295	...	...	...	487	35	522	...	...	...	...	...	...	817
		Possessing a degree.	...	...	...	...	...	...	...	...	...	8	12	20	...	...	...	81	10	91	...	...	...	...	...	...	111
		Possessing no degree.	...	...	...	...	...	...	...	...	...	264	11	275	...	...	...	506	25	531	...	...	...	...	...	...	806
		Total	...	...	...	...	...	...	...	...	...	272	23	295	...	...	...	587	35	622	...	...	...	...	...	...	917
	Grand total of all teachers.		217	17,773	6,797	3,830	268	28,875	77	33	265	980	130	1,485	473	...	130	2,080	350	2,923	96	...	...	157	...	253	33,575

(10)—Classification of pupils by ages in the British Districts of the Bombay Presidency for 1921-1922.

Ages.	Schools for General Education.														Arts Colleges.							Grand total.
	Infants.		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	Total.	1st year.	2nd year.	3rd year.	4th year.	5th year.	Sixth year or Post-graduate class.	Total.	
	A	B																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Below 5 ...	9,960	3,462	197	19	1	...	...	...	...	...	...	...	...	13,640	...	...	...	...	...	...	...	13,640
5 to 6 ...	40,085	18,439	5,858	403	15	...	6	...	...	...	...	...	...	64,800	...	...	...	...	...	...	...	64,800
6 to 7 ...	47,702	23 965	23,608	5,502	817	20	25	...	...	...	...	...	...	100,960	...	...	...	...	...	...	...	100,960
7 to 8 ...	39,992	25,203	27,476	19,437	8,828	415	85	...	...	...	...	...	...	121,236	...	...	...	...	...	...	...	121,236
8 to 9 ...	24,572	19,179	30,461	22,978	13,613	5,934	294	49	33	...	...	...	...	117,213	...	...	...	...	...	...	...	117,213
9 to 10 ...	13,483	12,358	25,637	24,082	16,449	9,229	3,469	308	63	2	...	...	...	103,635	...	...	...	...	...	...	...	103,635
10 to 11 ...	7,058	7,219	15,738	20,944	17,860	12,709	5,784	1,866	283	34	1	...	...	89,489	...	...	...	...	...	...	...	89,489
11 to 12 ...	3,502	2,439	9,011	14,516	15,353	13,098	7,032	4,117	1,261	242	26	1	...	72,472	...	...	...	...	...	...	...	72,472
12 to 13 ...	1,709	1,853	4,690	8,147	10,383	11,428	8,498	5,921	3,454	791	241	23	5	57,143	...	...	...	...	...	...	...	57,143
13 to 14 ...	822	968	2,170	4,312	6,906	8,924	6,929	5,874	4,337	1,683	363	209	20	43,373	...	...	...	...	...	...	...	43,373
14 to 15 ...	236	473	1,198	1,816	3,409	5,068	5,374	5,306	4,564	2,004	1,398	654	178	31,670	...	...	...	...	...	...	...	31,670
15 to 16 ...	146	204	415	882	1,620	3,067	3,241	4,012	4,454	1,735	1,792	1,289	725	23,862	35	6	...	...	...	...	41	23,603
16 to 17 ...	89	121	172	344	756	1,257	1,599	2,080	3,437	1,331	1,537	1,299	1,234	15,257	159	9	...	...	...	...	168	15,425
17 to 18 ...	56	93	102	168	278	543	721	1,177	2,256	779	1,067	1,143	1,464	9,728	363	69	4	...	...	...	436	10,234
18 to 19 ...	88	48	51	68	98	228	296	536	1,249	353	661	661	1,220	5,537	490	242	47	6	...	...	785	6,322
19 to 20 ...	28	56	74	62	62	82	148	183	725	160	278	369	824	3,041	421	307	127	70	...	...	925	3,966
Over 20 ...	95	277	208	139	108	126	129	113	413	79	180	346	1,076	3,269	493	686	407	737	90	1	2,474	5,763
Total ...	189,454	117,384	144,060	124,660	96,956	72,098	44,820	31,542	26,629	9,113	8,009	5,924	6,746	876,115	1,961	1,379	645	813	90	1	4,829	880,944

SPECIAL RETURNS OF SCHOOLS FOR EUROPEANS

(1)—*Attend*

Class of Institution.	Aided Schools.				Unaided Schools.			
	Number of institutions.	Number of pupils on rolls on 31st March 1922.	Average monthly number.	Average daily attendance.	Number of institutions.	Number of pupils on rolls on 31st March 1922.	Average monthly number.	Average daily attendance.
For Boys ... High Schools ...	10	1,429	1,466	1,276	...	.....	.....	.....
For Boys ... Middle Schools ...	7	385	374	320	...	.....	.....	.....
For Girls ... High Schools ...	14	2,332	2,286	1,969	...	.....	.....	.....
For Girls ... Middle Schools ...	8	422	399	323	1	21	18	17
Total, Secondary Schools ...	39	4,568	4,525	3,888	1	21	18	17
Normal Classes	3	44	41	36	...	.....	.....	.....
Commercial Schools	2	67	55	48	...	.....	.....	.....
Total, Special Schools ...	5	111	96	84	...	.....	.....	.....
Grand Total ...	44	4,679	4,621	3,972	1	21	18	17

(2)—*Expen*

Class of Institution.	Aided Institutions.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys ... High Schools ...	1,27,879	...	500	1,16,156	21,668	55,749	3,22,152
For Boys ... Middle Schools ...	10,409	...	...	8,903	3,655	58,653	80,920
For Girls ... High Schools ...	1,44,083	...	500	1,56,866	8,640	70,082	3,80,771
For Girls ... Middle Schools ...	16,934	...	70	9,625	801	34,407	61,837
Total ...	2,99,305	...	1,070	2,90,850	34,964	2,18,891	8,45,680
Normal Schools	14,257	...	...	5,323	...	5,769	25,349
Commercial Schools	3,500	...	...	2,673	...	17,634	23,807
Other Schools	5,059	...	...	...	...	1,052	6,111
Total ...	22,816	...	...	7,996	...	24,455	55,267
Scholarships	8,539	...	...	...	1,421	1,511	10,971
Buildings	9,601	...	...	...	...	17,111	26,712
Furniture, etc.	5,804	...	...	394	...	6,076	14,274
Miscellaneous	5,459	...	...	...	...	...	5,459
Hostel (Boarding charges) ...	98,611	...	...	2,74,500	33,796	39,205	4,46,112
Total ...	1,27,514	...	...	2,74,904	35,217	63,904	5,01,528
Grand Total ...	4,50,235	...	1,070	5,73,740	70,181	3,07,24[illegible]	14,02,475

AND ANGLO-INDIANS FOR 1921-22.

ance.

Number of pupils on 31st March, learning			Classification of pupils according to race or creed.									
English.	A Classical Language.	A Vernacular Language.	Europeans and Anglo-Indians.	Indian Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
1,429	829	25	1,202	72	1	10	19	...	56	69	128	...
385	19	...	377	...	...	...	1	...	7	...	173	...
2,332	1,055	1	1,671	171	14	8	12	2	197	57	...	386
443	67	...	403	19	...	...	...	...	19	2	...	161
4,589	1,970	26	3,853	262	15	18	32	2	279	128	301	547
44	19	...	26	9	...	2	...	...	5	2	...	...
67	...	...	66	...	...	...	...	...	...	1	...	...
111	19	...	92	9	...	2	...	...	5	3	...	...
4,700	1,989	26	3,945	271	15	20	32	2	284	131	301	547

diture for 1921-22.

Unaided Institutions.			Total Expenditure from						
Fees.	Endowments.	Subscriptions and other sources.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	1,27,879	...	500	1,16,156	21,868	55,749	3,22,152
...	...	...	10,109	...	...	8,203	3,655	58,653	80,220
...	...	...	1,44,683	...	500	1,56,866	8,640	70,082	3,80,771
281	...	1,504	16,934	...	70	9,906	801	36,011	63,722
281	...	1,604	2,99,905	...	1,070	2,91,131	34,964	2,20,495	8,47,365
...	...	...	14,257	...	...	5,323	...	5,769	25,349
...	...	...	3,506	...	...	2,673	...	17,634	23,807
...	...	...	5,059	...	...	...	...	1,052	6,111
...	...	...	22,816	...	...	7,996	...	24,455	55,267
...	...	...	8,089	...	...	...	1,421	1,511	10,971
...	...	...	9,601	...	...	...	...	17,111	26,712
...	...	...	5,804	...	...	394	...	6,076	12,274
...	...	...	5,459	...	...	...	...	...	5,459
...	...	...	98,611	...	...	2,74,500	33,796	39,205	4,46,112
...	...	...	1,27,514	...	...	2,74,894	35,217	63,903	5,01,528
281	...	1,604	4,50,935	...	1,070	5,74,021	70,181	3,08,853	14,04,860

SPECIAL RETURNS OF SCHOOLS FOR EUROPEANS AND ANGLO-INDIANS FOR 1921-22.

(3)—*Stages of Instruction.*

	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage. Reading printed books.			Lower Primary Stage. Not reading printed books.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Boys ...	156	9	165	477	64	541	397	57	454	430	142	572	52	29	81	1,513	301	1,814
Girls ...	...	154	154	29	568	597	97	492	589	330	811	1,140	142	173	315	597	2,298	2,895
Total ...	156	163	319	506	632	1,138	494	549	943	760	953	1,712	179	202	377	2,060	2,599	4,659

(4)—*Attendance in and Expenditure on Boarding-houses.*

Class of Hostels or Boarding-houses.	Number of Hostels or Boarding-houses.	Number of Boarders.	Number of boarders who are students of Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Expenditure. Provincial Revenues.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Local Funds.	Native States Revenues, etc.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Added by Government.															
Boys ...	10	595	...	...	553	...	42	27,139	...	1,06,210	19,362	8,370	...	...	1,71,110
Girls ...	17	964	...	...	917	...	47	61,472	...	1,62,990	14,416	80,008	...	...	2,76,006
Total ...	27	1,559	...	...	1,470	...	89	88,611	...	2,54,500	33,780	92,005	...	...	4,46,116

GENERAL TABLES

Native States

(1)—*Abstract statement of Colleges, schools and scholars in the Native States*

Area and population.			Particulars.	Public				
				University Education.		School Education, General.		
Total area in square miles.	Number of Towns* and villages	Population.		Arts Colleges.	Professional colleges.	Secondary Schools.	Primary Schools.	Total.
1	2	3	4	5	6	7	8	9
			Institutions—					
62,897	Towns* ... 120	Males ... 3,765,727	For males ...	4	...	208	3,106	3,314
	Villages ... 14,696	Females . 3,636,484	For females ...	...	...	6	319	325
	Total ... 14,726	Total ... 7,402,211	Total ...	4	...	214	3,425	3,639
			Scholars—					
			Males	683	...	24,520	186,727	211,247
			Females	2	...	691	42,105	42,796
			Total ...	685	...	25,211	228,832	254,043

* All places containing 5,000 inhabitants or upwards and all

(2)—*Abstract Statement of Expenditure on Public Instruction in the*

	Total Direct Expenditure on			
	University Education.		School Education, General.	
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
1. Institutions ... ... For Males	1,44,568	.....	9,12,803	15,34,384
For Females	.....	.....	22,670	2,59,506
Total ...	1,44,568	.....	9,35,473	17,93,890
2. (a) Percentages* of Provincial expenditure included in columns 2–16 to total Provincial expenditure on Public Instruction.	3·9	.....	21·9	58·2
(b) Percentages* of Local Fund expenditure included in columns 2–16 to total Local Fund expenditure on Public Instruction.	.....	.....	5·3	94·2
(c) Percentages* of Municipal expenditure included in columns 2–16 to total Municipal expenditure on Public Instruction.	.....	.....	32·1	67·8
(d) Percentages of Total expenditure in columns 2–16 to Total expenditure on Public Instruction.	4·4	.....	38·0	53·7
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. Average annual cost† of educating each pupil in—				
Government Institutions ... Cost to Provincial Revenues ...	317 12 10	.....	27 2 1	7 4 9
Cost to Local and Municipal Funds	.....	.....	0 10 9	0 8 2
Total cost ...	363 6 0	.....	32 6 7	8 3 11
Local Fund and Municipal Board Schools.‡ Cost to Provincial Revenues ...	.....	.....	.....	.....
Cost to Local and Municipal Funds .	.....	.....	.....	.....
Total cost ...	.....	.....	.....	.....
Aided Institutions ... ... Cost to Provincial Revenues ...	94 11 10	.....	9 8 5	2 0 11
Cost to Local and Municipal Funds.	.....	.....	.....	0 0 11
Total cost ...	159 15 5	.....	23 3 7	5 14 6
Unaided Institutions ... ... Total cost ...	79 11 9	.....	28 2 2	5 8 1
All Institutions ... ... Cost to Provincial Revenues ...	158 5 5	.....	22 7 3	7 0 7
Cost to Local and Municipal Funds .	.....	.....	0 8 1	0 7 10
Total cost ...	220 0 8	.....	37 7 2	8 2 2

* The percentages required for 2 (a), 2 (b), 2 (c) are calculated from the figures given in columns 27, 28 and 29, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

of the Bombay Presidency at the end of the official year 1921-1922.

Institutions. School Education. Special. Training Schools.	All other Special Schools.	Total.	Private Institutions. Advanced.	Elementary.	Total.	Grand Total.	Average number of towns and villages served by Public Institutions.	Public or Private Institutions.	Percentage to Population of Scholars in Public Institutions.	Public or Private Institutions.
10	11	12	13	14	15	16	17	18	19	20
2	95	3,346	52	613	665	4,011	4·4	2·7	.....	.....
1	.....	326	2	198	200	526	45·2	29·0	.....	.....
3	95	3,672	54	811	865	4,537	4·0	3·2	.....	.....
86	741	212,757	1,901	30,732	28,632	241,390	.....	.....	5·7	6·4
71	7	42,876	250	9,369	9,619	52,495	.....	.....	1·2	1·4
157	748	255,633	2,151	36,101	38,252	293,885	.....	.....	3·5	4·0

Municipalities, whatever their population, are entered as towns.

Native States of the Bombay Presidency for the Official year 1921-1922.

Public Instruction.§ School Education. Special. Training Schools.	All other Special Schools.	Total.	Total Indirect Expenditure on Public Instruction.§ University.	Direction.	Inspection	Scholarships.	Buildings, Furniture and Apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.	Remarks.
6	7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
20,852	25,160	26,47,797	...	...	1,06,129	76,881	1,16,323	84,971	3,84,305	30,32,070	
14,592	...	2,96,759	...	...	.....	5,862	3,639	1,247	10,748	3,07,516	
35,444	25,160	29,44,539	...	...	1,06,129	82,743	1,19,962	86,218	3,95,051	33,39,586	
1·2	1·3	88·5	...	...	3·9	2·9	4·0	2·7	13·5	100·	
...	...	99·5	...	...	0·1	0·4	.....	...	0·5	100·	
...	...	99·9	...	...	0·1	.....	.....	...	0·1	100·	
1·1	1·0	88·2	...	...	3·1	2·5	3·5	2·6	11·9	100·	
Rs. a. p.	Rs. a. p.	Rs. a. p.									
221 7 7	52 2 5	9 11 0									
...	...	0 8 3									
253 2 8	53 5 3	11 11 5									
...	...	.....									
...	...	.....									
...	...	.....									
...	10 12 10	5 1 0									
...	...	2 0 8									
...	19 8 0	13 7 3									
...	3 6 8	20 10 3									
221 7 7	46 12 7	9 5 4									
...	...	0 7 0									
253 2 8	49 9 0	11 14 9									

(3)—*Colleges, schools and scholars in the Native States of the*

Class of Institution.	Public							
	Under Public Management.							
	Managed by Native States.				Managed by Local Funds and Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
UNIVERSITY EDUCATION.								
Arts Colleges—								
English ... for males ...	2	284	282	247	.....	.....	.....	.....
English ... for females ...	.....	.....	.....	.....	.....	.....	.....	.....
Total ...	2	284	282	247	.....	.....	.....	.....
SCHOOL EDUCATION, GENERAL.								
Secondary Schools—								
High Schools for males ...	30	11,067	11,056	9,386	.....	.....	.....	.....
Middle Schools for males ... English ...	141	9,193	8,928	7,505	.....	.....	.....	.....
Middle Schools for males ... Vernacular ...	.....	.....	.....	.....	.....	.....	.....	.....
High Schools for females ...	2	420	408	372	.....	.....	.....	.....
Middle Schools for females ... English ...	3	167	168	95	.....	.....	.....	.....
Middle Schools for females ... Vernacular ...	.....	.....	.....	.....	.....	.....	.....	.....
Total ...	185	20,766	20,580	17,259	.....	.....	.....	.....
Primary Schools—								
For males ...	2,945	189,541	183,246	140,772	.....	.....	.....	.....
For females ...	307	28,141	27,316	18,129	.....	.....	.....	.....
Total ...	3,257	217,682	210,252	158,908	.....	.....	.....	.....
SCHOOL EDUCATION, SPECIAL.								
Training schools ... for males ...	2	95	92	71	.....	.....	.....	.....
Training schools ... for females ...	1	71	58	55	.....	.....	.....	.....
Technical and Industrial Schools for males ...	7	288	256	184	.....	.....	.....	.....
Technical and Industrial Schools for females ...	.....	.....	.....	.....	.....	.....	.....	.....
Commercial Schools ... for males ...	1	37	28	27	.....	.....	.....	.....
Commercial Schools ... for females ...	.....	.....	.....	.....	.....	.....	.....	.....
Other schools ... for males ...	15	338	344	285	.....	.....	.....	.....
Other schools ... for females ...	.....	.....	.....	.....	.....	.....	.....	.....
Total ...	26	820	780	622	.....	.....	.....	.....
Total of Colleges and Schools of Public Instruction ...	3,465	239,552	231,904	177,036	.....	.....	.....	.....

Bombay Presidency for the official year 1921-1922.

Institutions.														
Under Private Management.										Number of Scholars on 31st March learning.				
Aided by Native States, by Local Funds or Municipal Boards.				Unaided.				Grand Total of Institutions.	Grand Total of scholars on 1st March.				Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.		
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	173	152	145	1	228	223	209	4	585	585	585	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	173	152	145	1	228	223	209	4	585	585	585	...	2	...
5	2,058	2,004	1,669	4	207	248	226	48	14,112	14,112	7,843	13,263	52	...
4	655	653	550	15	693	693	545	180	10,480	10,286	1,248	10,480	23	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2	490	490	13	490	...	...
1	32	19	13	...	...	...	...	4	199	199	16	199	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	2,755	2,676	2,232	19	1,600	1,630	1,271	214	25,311	25,117	8,620	25,082	74	2
140	6,605	7,351	5,861	21	1,406	1,252	1,064	3,106	199,005	...	412	199,005	12,924	...
10	1,362	1,324	960	2	324	302	219	319	29,527	...	95	29,527	...	45
150	9,420	8,675	6,821	23	1,730	1,554	1,273	3,425	228,532	...	507	228,532	12,924	45
...	...	...	...	...	...	...	...	2	86	...	56	86	...	...
...	...	...	...	...	...	...	...	1	71	...	71	71	...	...
...	...	...	...	...	...	...	...	1	128	...	...	128	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	27	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	43	46	33	1	42	38	32	15	422	...	127	...	7	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	43	46	33	1	42	38	32	20	906	...	254	285	7	...
162	12,301	11,439	9,271	44	3,090	2,936	2,865	3,672	255,632	25,802	10,206	254,399	12,407	45
PRIVATE INSTITUTIONS.														
1. Advanced, teaching—														
(a) Arabic or Persian ... For males ...								12	943	...	803	140	105	...
(a) Arabic or Persian ... For females ...								...	...	...	...	...	...	...
(b) Sanskrit ... For males ...								36	1,002	21	981	21	12	...
(b) Sanskrit ... For females ...								...	...	...	...	...	...	...
(c) Any other Oriental Classic For males ...								3	84	84	...	84	1	...
(c) Any other Oriental Classic For females ...								2	122	...	122	...	...	45
2. Elementary teaching—														
(a) A vernacular only or mainly For males ...								308	16,546	921	921	16,881	480	...
(a) A vernacular only or mainly For females ...								59	3,051	...	179	2,872	...	15
(b) The Koran only ... For males ...								126	5,915	...	4,369	1,546	1,262	...
(b) The Koran only ... For females ...								129	5,174	...	2,568	2,606	...	1,262
3. Other Schools not conforming to Departmental Standards. For males ...								82	2,895	1,038	176	2,132	61	...
3. Other Schools not conforming to Departmental Standards. For females ...								11	539	...	...	539	...	...
Total of Private Institutions ...								865	38,252	2,064	10,119	26,802	2,056	1,322
Grand Total of all Institutions ... For males ...								4,011	254,482	27,527	17,961	244,467	14,463	...
Grand Total of all Institutions ... For females ...								526	39,403	639	3,064	36,534	...	1,371
Grand Total of all Institutions ... Total ...								4,537	293,885	27,545	20,925	281,001	14,463	1,371

(3-4)—*Number of Scholars on 31st March 1922, in the Native States of the Bombay Presidency classified according to sex, race or creed.*

		Europeans and Anglo-Indians.	Indian Christians.	Hindus. Brahmins.	Hindus. Non-Brahmins.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
1		2	3	4	5	6	7	8	9	10
UNIVERSITY EDUCATION.										
Arts Colleges.										
English	Male	3	2	481	192	30	...	4	1	693
	Female	1	...	1	...	...	...	...	...	2
	Total	4	2	482	192	30	...	4	1	695
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
Males— High Schools	Male	5	114	5,377	7,296	893	...	60	7	14,059
	Female	2	3	32	15	1	...	...	...	53
Middle Schools— English	Male	...	15	3,231	6,006	1,192	...	105	8	10,468
	Female	...	...	15	6	...	...	...	...	21
For Females— High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	2	124	275	10	...	18	...	430
Middle Schools— English	Male	...	...	...	...	1	...	...	1	2
	Female	...	15	74	90	1	...	17	...	197
	Total	7	150	9,241	13,690	2,095	...	192	16	25,411
Primary Schools.										
For Males	Male	2	468	21,530	134,753	22,197	...	336	466	180,751
	Female	...	21	2,182	8,806	1,093	...	10	12	12,124
For Females	Male	...	...	...	5	41	...	...	...	46
	Female	1	68	7,447	19,024	2,609	...	309	70	29,524
	Total	3	537	31,159	162,588	33,905	...	655	487	228,335
SCHOOL EDUCATION SPECIAL.										
Training Schools	Male	...	...	63	22	1	...	...	...	86
	Female	...	2	56	12	1	...	...	...	71
Technical and Industrial Schools	Male	1	1	49	98	139	...	...	...	289
	Female	...	...	...	...	...	...	...	...	...
Commercial Schools	Male	...	...	12	34	1	...	...	...	47
	Female	...	...	...	...	...	...	...	...	...
Other Schools	Male	...	...	259	74	83	...	...	...	416
	Female	...	...	...	...	7	...	...	...	7
	Total	1	3	439	230	232	...	...	...	906
Total of Colleges and Schools of Public Instruction		15	692	41,321	176,710	35,560	...	851	504	255,653
PRIVATE INSTITUTIONS.										
1. Advanced, Teaching— (a) Arabic or Persian	Male	...	...	...	...	793	...	...	...	793
	Female	...	...	...	...	160	...	...	...	160
(f) Sanskrit	Male	...	...	776	214	...	...	...	...	990
	Female	...	...	...	12	...	...	...	...	12
(c) Any other Oriental Classic	Male	...	...	21	115	2	...	...	...	138
	Female	...	...	...	73	...	...	...	...	73
2. Elementary, Teaching— (a) Vernacular only or mainly— For males	Male	...	95	1,167	10,495	6,271	...	30	2	18,066
	Female	...	11	59	244	162	...	4	...	480
For females	Male	...	...	2	5	9	...	...	...	16
	Female	1	1	984	2,321	436	...	...	...	3,035
(b) The Koran only— For males	Male	...	...	...	...	4,533	...	...	...	4,533
	Female	...	...	...	...	1,362	...	...	...	1,362
For females	Male	...	...	...	...	1,262	...	...	...	1,262
	Female	...	...	...	...	2,912	...	...	...	2,912
3. Other Schools not conforming to Departmental Standards— For males	Male	...	4	290	1,068	592	...	1	...	2,955
	Female	...	...	2	19	...	...	...	...	21
For females	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	509	30	...	...	...	539
Total of Private Institutions		1	111	2,571	15,990	19,536	...	41	2	38,250
Grand Total of all Institutions		16	803	43,872	192,700	55,096	...	892	506	293,904

GENERAL TABLES

Native States

(4)—*Expenditure on Public Instruction in the Native States of the*

Public

Objects of Expenditure.	Under Public Management.							Managed by Local Funds and Municipal Boards.						
	Managed by Native States.													
	Native State Revenue.*	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Native State Revenue.*	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.														
Arts Colleges.														
English ... ... { for males ...	69,621	...	...	12,005	...	846	1,02,472	...	...	...	...	...	...	...
Oriental ... ... { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental ... ... { for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental ... ... { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	69,621	...	...	12,005	...	846	1,02,472	...	...	...	...	...	...	...
School Education, General.														
Secondary Schools.														
High Schools for males ...	3,87,453	3,336	1,003	1,52,562	247	4,303	5,49,003	...	...	...	...	...	...	...
Middle Schools for males ... { English ...	1,30,114	1,398	6,459	70,149	3,925	8,130	2,20,075	...	...	...	...	...	...	...
Middle Schools for males ... { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
High Schools for females ...	15,153	...	...	...	1	861	16,014	...	...	...	...	...	...	...
Middle Schools for females. { English ...	5,328	...	...	...	...	10	5,338	...	...	...	...	...	...	...
Middle Schools for females. { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5,38,398	5,136	7,459	2,22,712	4,633	12,662	8,11,100	...	...	...	...	...	...	...
Primary Schools.														
For males	19,13,843	87,141	2,674	36,430	23,063	14,151	14,87,267	...	...	...	...	...	...	...
For females	2,21,792	8,237	5,584	46	10,543	3,331	2,49,515	...	...	...	...	...	...	...
Total ...	19,34,870	92,378	10,008	39,456	33,626	17,482	17,34,622	...	...	...	...	...	...	...
School Education, Special.														
Training Schools ... { for males ...	18,582	...	...	82	...	2,247	20,862	...	...	...	...	...	...	...
Training Schools ... { for females ...	12,484	...	...	2	1,856	250	14,592	...	...	...	...	...	...	...
School of Art ... ... { for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School of Art ... ... { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ... ... { for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ... ... { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... { for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. { for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. { for males ...	18,563	...	...	75	...	115	18,853	...	...	...	...	...	...	...
Technical and Industrial Schools. { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ... { for males ...	1,056	...	...	...	...	204	1,260	...	...	...	...	...	...	...
Commercial Schools ... { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ... { for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ... { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ... { for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ... { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... ... { for males ...	13,678	...	...	65	112	155	14,060	...	...	...	...	...	...	...
Other Schools ... ... { for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	64,384	...	...	224	1,968	3,001	69,577	...	...	...	...	...	...	...
Total, Direct Expenditure ...	26,47,273	97,514	22,057	2,73,409	42,227	33,991	28,17,181	...	...	...	...	...	...	...
Buildings, furniture and apparatus ...	1,06,772	...	...	...	15	...	1,06,787	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Other Professional Colleges.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Secondary Schools .	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Technical and Industrial Schools .	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Other Special Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous.														
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total, Indirect Expenditure ...	1,06,772	...	...	...	15	...	1,06,787	...	...	...	...	...	...	...
Total Expenditure on Public Instruction .	28,54,045	97,514	22,057	2,73,409	42,242	33,991	28,23,968	...	...	...	...	...	...	...

*The amount of Provincial Funds shown as Native State Revenue in columns 2, 16 and 27 which is This is distributed under the

	Rs.	20,048
	..	6,247
	..	651
Total ...	Rs.	26,946

Bombay Presidency for the official year 1921-1922.

Institutions.	Under Private Management.											Total Expenditure from						
	Aided by Native States or by Local or Municipal Boards.							Unaided.										
	Native State Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Native State Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	14,401	...	...	9,914	...	...	24,315	17,781	...	...	17,781	1,04,022	...	...	39,700	...	846	1,44,568
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	14,401	...	...	9,914	...	...	24,315	17,781	...	...	17,781	1,04,022	...	...	39,700	...	846	1,44,568
	42,447	...	...	37,731	108	3,887	64,235	22,990	6,605	2,804	32,399	4,60,592	3,893	1,000	2,14,223	7,130	11,064	6,87,197
	2,994	...	...	7,938	267	9,904	13,103	5,192	4,545	2,491	12,228	1,55,108	1,305	6,459	92,079	6,327	12,125	2,67,304
	...	...	...	...	...	...	...	...	...	...	...	19,522	...	...	...	...	...	19,522
	150	...	...	130	...	879	1,168	...	...	...	...	5,415	...	...	130	561	199	6,445
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	35,591	...	...	45,109	335	7,270	78,906	28,182	11,450	5,295	45,867	5,83,921	5,236	7,469	2,96,942	13,618	23,377	9,35,473
	14,000	...	297	15,735	4,665	3,663	38,660	703	5,929	1,385	7,017	12,37,426	97,141	9,961	54,878	35,607	19,299	13,34,354
	3,921	...	240	...	6,094	9,934	19,199	...	1,092	...	1,092	2,32,153	5,237	5,784	48	17,729	5,535	2,20,506
	17,921	...	537	15,735	10,759	6,597	57,859	703	7,021	1,385	9,109	15,52,521	99,378	15,745	54,926	53,426	24,834	17,92,930
	...	...	...	...	...	...	...	...	...	...	...	18,523	...	...	32	...	2,247	20,802
	...	...	...	...	...	...	...	...	...	...	...	12,484	...	...	2	1,856	250	14,592
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	18,863	...	...	75	...	115	18,853
	...	...	...	...	...	...	...	...	...	...	...	1,036	...	...	...	...	204	1,040
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	500	...	...	397	...	1	897	...	130	...	130	15,178	...	...	65	638	186	15,067
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	500	...	...	...	396	1	897	...	130	...	130	64,884	...	...	234	2,494	3,002	70,604
	59,218	...	537	70,777	11,710	13,328	1,54,567	47,606	18,601	6,680	72,787	23,06,488	97,514	23,934	3,91,792	72,538	63,899	29,44,535
	500	...	...	641	...	...	1,141	1,273	...	10,760	12,033	1,07,372	...	...	1,314	15	10,760	1,19,461
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	1,06,064	43	32	...	...	...	1,06,139
	...	...	...	...	...	...	...	...	...	...	...	5,018	...	...	753	2,184	...	8,155
	...	...	...	...	...	...	...	...	...	...	...	101	...	...	...	...	...	101
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	30,906	200	...	322	2,021	501	34,051
	...	...	...	...	...	...	...	...	...	...	...	16,622	87	...	...	237	50	17,036
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	14,358	...	...	...	...	...	14,358
	...	...	...	...	...	...	...	...	...	...	...	8,938	...	...	...	116	...	9,054
	...	...	...	...	...	...	...	...	...	...	...	58,131	...	...	97	2,975	11,640	69,843
	...	...	...	...	...	...	...	...	...	...	...	16,230	...	...	155	...	...	16,385
	...	...	...	...	...	...	...	...	...	...	...	71,361	...	...	252	2,975	11,640	86,228
	500	...	...	641	...	...	1,141	1,273	...	10,760	12,033	2,60,850	430	32	3,945	7,548	22,401	3,95,031
	59,718	...	537	71,418	11,710	13,328	1,55,708	48,879	18,601	17,440	84,820	26,66,338	98,044	23,966	3,95,033	80,086	76,300	33,39,566

expended upon institutions, etc., included in General Table III direct is Rs. 35,196,
following heads :—
to Secondary Schools.
to Primary Schools.
to Special Schools.

(b)—*Stages of Instruction of pupils in public schools for General Education in the Native States of the Bombay Presidency at the end of the official year 1921-1922.*

Class of schools.	Numbers of schools.	Number of pupils on the rolls on 31st March.	High Stage. 1 — Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. 2 — Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Total Secondary Stage.			Upper Primary Stage. 3 — Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.		
			Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	41	15
Secondary Schools.														
For Males.														
Native States — English	180	20,179	6,995	16	7,009	13,127	43	13,170	20,120	59	20,179	...	.....	.....
Local Fund — Vernacular	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Local Fund — English	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Municipal Fund — Vernacular	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Municipal Fund — English	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Municipal Fund — Vernacular	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Aided — English	9	2,723	1,027	4	1,031	1,692	...	1,692	2,719	4	2,723	...	.....	.....
Aided — Vernacular	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Unaided — English	19	1,690	569	4	573	1,110	7	1,117	1,679	11	1,690	...	.....	.....
Unaided — Vernacular	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Total	208	24,592	8,599	24	8,613	15,929	50	15,979	24,518	74	24,592	...	.....	.....
For Females.														
Native States — English	5	587	.....	39	39	...	548	548	...	587	587	...	.....	.....
Local Fund — Vernacular	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Local Fund — English	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Municipal Fund — Vernacular	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Aided — English	1	32	.....	.....	.....	2	30	32	2	30	32	...	.....	.....
Aided — Vernacular	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Unaided — English	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Unaided — Vernacular	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Total	6	619	.....	39	39	2	578	580	2	617	619	...	.....	.....
Total, Secondary Schools	214	25,211	8,599	63	8,652	15,931	628	16,559	24,520	691	25,211	...	.....	.....
Primary Schools.														
For Males.														
Native States	2,945	189,041	.....	.....	.....	...	...	...	...	...	...	22,646	150	22,796
Local Fund	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Municipal Fund	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Aided	140	8,058	.....	.....	.....	...	...	...	...	...	...	779	1	780
Unaided	21	1,406	.....	.....	.....	...	...	...	...	...	...	25	.....	25
Total	3,106	199,005	.....	.....	.....	...	...	...	...	...	...	23,449	151	23,600
For Females.														
Native States	307	28,141	.....	.....	.....	...	...	...	...	...	...	...	2,502	2,502
Local Fund	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Municipal Fund	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	.....	.....
Aided	10	1,302	.....	.....	.....	...	...	...	...	...	...	...	237	237
Unaided	2	324	.....	.....	.....	...	...	...	...	...	...	...	32	32
Total	319	29,827	.....	.....	.....	...	...	...	...	...	...	...	2,571	2,571
Total, Primary Schools	3,425	228,832	.....	.....	.....	...	...	...	...	...	...	23,449	2,722	26,171
Grand Total	3,639	254,043	8,599	63	8,652	15,931	628	16,559	24,520	691	25,211	23,449	2,722	26,171

(5)—*Stages of Instruction of pupils in public schools for General Education in the Native States of the Bombay Presidency at the end of the official year 1921-1922*—concld.

Class of schools.	Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books. 4			Not Reading Printed Books. 5			Total.			Total Primary Stage.			Grand Total.		
	Males. 16	Females. 17	Total. 18	Males. 19	Females. 20	Total. 21	Males. 22	Females. 23	Total. 24	Males. 25	Females. 26	Total. 27	Males. 28	Females. 29	Total. 30
SECONDARY SCHOOLS.															
For Males.															
Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	20,120	59	20,179
Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Local Fund ... English	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Local Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Municipal Fund ... English	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Municipal Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Aided ... English	...	...	...	...	...	...	...	...	...	...	...	...	3,719	4	3,723
Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Unaided ... English	...	...	...	...	...	...	...	...	...	...	...	...	1,679	11	1,690
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	24,518	74	24,592
For Females.															
Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	.....	587	587
Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Local Fund ... English	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Local Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Municipal Fund ... English	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Municipal Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Aided ... English	...	...	...	...	...	...	...	...	...	...	...	...	2	30	32
Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Unaided ... English	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	2	617	619
Total, Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	24,520	691	25,211
PRIMARY SCHOOLS.															
For Males.															
Native States	102,973	5,599	108,572	51,098	6,575	57,673	154,071	12,174	166,245	177,576	11,965	189,541	177,576	11,965	189,541
Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Municipal Fund	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Aided	4,798	138	4,936	2,218	114	2,332	7,006	252	7,258	7,785	273	8,058	7,785	273	8,058
Unaided	1,139	32	1,171	119	34	153	1,258	66	1,324	1,320	86	1,406	1,320	86	1,406
Total ...	108,904	5,769	114,673	54,365	6,764	60,112	163,335	12,493	175,828	186,681	12,324	199,005	186,681	12,324	199,005
For Females.															
Native States	27	15,321	15,348	19	10,472	10,491	46	25,793	25,839	46	28,095	28,141	46	28,095	28,141
Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Municipal Fund	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	.....
Aided	...	671	671	...	454	454	...	1,125	1,125	...	1,302	1,302	.....	1,302	1,302
Unaided	...	261	261	...	31	31	...	292	292	...	324	324	.....	324	324
Total ...	27	16,253	16,280	19	10,957	10,976	46	27,210	27,256	46	29,781	29,827	46	29,781	29,827
Total, Primary Schools ...	108,931	22,022	130,953	54,387	17,721	71,088	163,378	39,703	203,081	186,727	42,105	228,832	186,727	42,105	228,832
Grand Total ...	108,931	22,022	130,953	54,387	17,721	71,088	163,378	39,703	203,081	186,727	42,105	228,832	211,247	42,796	254,043

NOTES.—The number of schools and pupils shown in this table should correspond with those returned under Primary and Secondary Schools in General Tables I and III.
Mixed schools should be entered as Boys' Schools or Girls' Schools according as the number of boys or girls is greater.

(5a)—Table showing the number of pupils in each stage of instruction, in the Native States of the Bombay Presidency classified according to sex, race or creed.

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammedans.	Buddhists.	Parsis.	Others.	Total of columns 1—9.	Depressed classes.	Total of columns 10-11.
				Brahmins.	Non-Brahmins.							
1		2	3	4	5	6	7	8	9	10	11	12
College Stage ...	Males ...	3	2	461	192	20	.....	4	1	683	.....	683
	Females ...	1	.....	1	.....	.....	.....	.....	.....	2	.....	2
High Stage ...	Males ...	4	47	4,027	3,749	673	.....	63	14	8,577	12	8,589
	Females ...	1	6	42	10	1	.....	2	.....	62	1	63
Middle Stage ...	Males ...	1	82	4,971	9,390	1,320	.....	102	2	15,868	63	15,931
	Females ...	1	15	201	373	11	.....	25	.....	626	2	628
Upper Primary Stage ...	Males ...	1	62	4,568	13,797	4,857	.....	104	7	23,396	53	23,449
	Females ...	.....	11	632	1,812	122	.....	131	13	2,721	1	2,722
Lower Primary Stage ...	Males ...	1	386	16,902	116,022	24,381	.....	232	398	158,382	4,896	163,278
	Females ...	1	78	8,997	25,912	3,943	.....	188	69	39,188	195	39,383
Special Schools ...	Males ...	1	1	383	208	224	.....	.....	.....	817	10	827
	Females ...	.....	2	56	12	8	.....	.....	.....	78	.....	78
Private Institutions ...	Males ...	.....	99	2,246	12,507	13,452	.....	37	2	28,343	290	28,633
	Females ...	1	12	325	3,167	6,084	.....	4	.....	9,593	26	9,619
Grand Total ...	Males ...	11	679	33,618	155,865	44,927	.....	542	424	236,066	5,324	241,390
	Females ...	5	124	10,254	31,286	10,169	.....	350	82	52,270	225	52,495
	Total ...	16	803	43,872	187,151	55,096	.....	892	506	288,336	5,549	293,885

(6)—*Results of the prescribed examinations in the Native States of the Bombay Presidency during the official year 1921-1922.*

Nature of examination.	Number of Institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.								
																	Hindus.						
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ARTS COLLEGES.																							
Doctor of Philosophy ... ... Males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Doctor of Science ... ... Males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Master of Arts ... ... Males	...	2	...	...	2	2	...	...	2	5	...	...	...	2	2	...	...	2	...	...	...	...	...
Master of Science ... ... Males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Arts (Honours) ... ... Males	...	3	...	...	3	41	...	...	...	41	88	...	...	...	28	...	...	22	6	...	...	...	...
Bachelor of Arts (Pass) ... ... Males	...	3	1	...	4	81	10	...	58	149	54	6	...	99	59	...	...	88	1	...	...	...	...
Bachelor of Science (Honours) ... ... Males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Science (Pass) ... ... Males	...	1	...	...	1	14	...	...	1	15	11	...	...	...	11	...	...	10	...	...	1	...	...
Intermediate in Arts ... ... Males	...	3	1	1	5	189	45	81	59	374	103	24	42	22	193	1	3	180	7	...	1	...	...
Intermediate in Science ... ... Males	...	1	...	...	1	97	...	...	...	97	11	...	...	...	11	...	...	11	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.																							
School Leaving Certificate Examination for the purpose of Matriculation ... Males	...	46	8	14	68	1,108	321	132	76	1,637	669	156	78	22	945	...	12	896	49	...	88	...	...
School Final or Leaving Certificate Examination for the purpose of Government Service. Males	...	15	1	5	16	18	1	8	...	27	6	1	2	...	19	...	...	9	8	...	2	...	...
	...	15	4	4	23	83	29	5	8	125	22	3	2	1	28	...	1	19	...	...	...	...	...
Anglo-Vernacular Middle Examination ... Males	...	146	10	5	161	2,939	416	112	...	3,466	1,072	138	66	...	1,276	...	4	623	1,045	201	19	1	...
	...	4	...	...	4	14	...	...	...	14	11	...	...	...	11	...	1	3	...	...	3	...	...
Vernacular Final or Middle Examination ... Males	...	89	...	...	89	394	...	...	291	685	171	...	...	123	294	...	2	124	151	17	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary Examination ... ... Males	...	603	8	...	611	1,956	13	...	241	2,210	1,030	7	...	47	1,084	...	7	345	635	95	...	2	...
	...	47	1	...	48	81	2	...	...	83	67	1	...	...	68	...	...	35	27	4	...	2	...
Lower Primary Examination ... ... Males	...	1,336	46	9	1,401	13,924	1,525	192	...	15,641	8,797	1,059	120	...	9,976	...	22	2,117	6,274	1,473	...	27	13
	...	123	8	...	131	1,330	74	...	...	1,404	993	44	...	...	1,037	...	5	423	555	38	...	16	...
SCHOOLS FOR SPECIAL INSTRUCTION.																							
† Training School Examinations for Masters—Primary	...	1	...	...	1	86	...	...	...	86	78	...	...	...	78	...	...	60	17	1	...	...	...
† Training School Examinations for Mistresses—Primary	...	1	...	...	1	54	...	...	...	54	54	...	...	...	54	...	...	34	19	1	...	...	...
L. C. F. S. Examination for Males	...	1	...	...	1	24	...	...	...	24	14	...	...	...	14	...	10	...	4	...	...	...	...

† Figures in respect of all years' examinations are added together (3 years in the case of masters and 3 or 4 years in the case of mistresses).

(8)—*Attendance and Expenditure in Hostels or Boarding-houses in the Native States of the Bombay Presidency for the Official Year 1921-1922.*

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Capital Expenditure from					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Profession.	Secondary Schools.	Primary Schools.	Special Schools.	Native State Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Native States—													
Males	94	817	147	...	343	180	147	56,365	468	.....	.....	155	56,968
Females	1	55	...	...	...	.....	55	1,247	.....	.....	.....	.....	1,247
Managed by Local or Municipal Boards—													
Males	.....	.....	...	...	...	.....	...	.....	.....	.....	.....	.....	.....
Females	.....	.....	...	...	...	.....	...	.....	.....	.....	.....	.....	.....
Aided by Native States or by Local or Municipal Boards—													
Males	16	384	40	9	298	41	3	13,371	.....	2,975	8,604	38	24,978
Females	.....	.....	...	...	...	.....	...	.....	.....	.....	.....	.....	.....
Unaided—													
Males	1	27	...	...	37	.....	...	.....	.....	.....	2,946	59	3,005
Females	.....	.....	...	...	...	.....	...	.....	.....	.....	.....	.....	.....
Total	42	1,293	187	9	678	221	205	70,883	468	2,975	11,640	252	86,218
Males	41	1,238	187	9	678	221	150	69,636	468	2,975	11,646	252	84,971
Females	1	55	...	...	...	.....	55	1,247	.....	.....	.....	.....	1,247
Grand Total	42	1,293	187	9	678	221	205	70,883	468	2,975	11,640	252	86,218

N.B.—The body of the report will contain a statement of the typical total cost of a Boarder, separately for Indians and for Europeans and where necessary for different types of Schools.

(10)—*Classification of pupils by ages in the Native States of the Bombay Presidency for 1921-1922.*

Ages.	Schools for General Education.														Arts Colleges.					Grand Total.
	Infants.		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	Total.	1st Year.	2nd Year	3rd Year.	4th Year.	Total.	
	A.	B.																		
Below 5	2,176	136	8	.....	.....	.....	.....	.....	...	...	...	...	...	2,320	...	...	...	...	...	2,320
5 to 6	11,187	2,930	1,644	27	.....	1	.....	.....	...	...	...	...	...	15,789	...	...	...	...	...	15,789
6 to 7	16,135	6,056	8,075	269	36	8	.....	.....	...	...	...	...	...	29,289	...	...	...	...	...	29,289
7 to 8	17,349	7,215	6,964	2,623	708	128	15	.....	...	...	...	...	...	35,202	...	...	...	...	...	35,202
8 to 9	10,558	6,092	5,385	5,152	1,656	400	72	5	1	...	...	...	...	30,371	...	...	...	...	...	30,371
9 to 10	6,782	4,892	5,387	5,736	3,743	2,601	2,802	637	6	2	...	...	...	31,988	...	...	...	...	...	31,988
10 to 11	3,825	2,869	3,927	4,533	4,155	2,722	4,379	1,239	144	8	...	...	...	27,801	...	...	...	...	...	27,801
11 to 12	2,310	1,716	2,719	3,396	3,711	2,979	5,296	2,584	536	33	...	...	...	25,281	...	...	...	...	...	25,281
12 to 13	862	809	1,636	1,789	2,983	2,796	3,889	2,455	1,595	135	22	1	...	18,963	...	...	...	...	...	18,963
13 to 14	311	260	928	985	1,607	2,204	2,781	2,156	1,470	1,007	127	25	1	13,862	...	...	...	...	...	13,862
14 to 15	131	84	236	405	877	1,241	2,011	1,653	1,328	998	669	52	29	9,651	...	...	...	...	...	9,651
15 to 16	42	29	85	183	312	609	1,107	840	826	812	560	426	82	5,933	...	...	...	...	...	5,933
16 to 17	10	19	39	46	98	260	568	524	490	475	330	307	351	3,597	11	...	...	...	11	3,608
17 to 18	1	16	16	23	60	54	202	290	272	183	213	274	369	1,893	40	1	...	...	41	1,934
18 to 19	3	23	11	15	17	33	35	82	180	78	105	156	284	992	77	43	...	...	120	1,112
19 to 20	2	9	2	4	5	4	8	24	77	37	51	91	149	463	81	41	27	...	149	612
Over 20	4	48	53	28	17	30	19	45	96	17	41	85	165	648	159	131	23	51	364	1,012
Total ...	71,588	33,163	36,142	26,105	20,005	15,560	23,165	12,474	6,993	3,675	2,138	1,507	1,430	254,043	368	216	50	51	685	254,728

BOMBAY: PRINTED AT THE GOVERNMENT CENTRAL PRESS.

Report of the Director of Public Instruction on the progress of education in the Bombay Presidency during the quinquennium 1917-18—1921-22.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution no. P—36.

Bombay Castle, 6th December 1923.

Read report of the Director of Public Instruction on the progress of education in the Bombay Presidency during the quinquennium 1917-18—1921-22.

RESOLUTION.

General.—The quinquennium extends over the introduction of the Government of India Act of 1919 and thus covers the transition stage of the Reforms. Education, generally, during the quinquennium, has been handed over as a transferred subject to the charge of a Minister and is no longer subject to the detailed control of the Government of India. On the other hand it no longer benefits by the imperial grants and assignments specially made for the purpose of Government of India, such having been merged in the provincial revenues. As a matter of financial policy the Government of Bombay have decided not to earmark any head of income for educational purposes and the balance of all grants has been merged in the provincial revenues. But in spite of these changes and in spite of the acute financial stringency during and following the war which was prevailed during the whole of the quinquennium education has been liberally treated by Government and not only has the diminished value of the rupee been compensated by increase of grants but expansion and improvement have been effected at very considerable cost as the Director's report clearly shows. The expenditure on education from provincial funds alone has risen from Rs. 75,51,000 in 1916-17 to Rs. 1,69,88,000 in 1921-22.

While secondary and higher education have not been neglected even though no advance has been made, the chief development has been in connection with primary education. Gradual steps were taken for its expansion and improvement culminating in 1922-23 in the passing of the Primary Education Act as a result of the strong and representative committee set up for the purpose in July 1921. The goal of free and compulsory education has now been definitely set up and Government have undertaken a definite liability to assist local authorities financially to the extent of half the expenditure in the case of municipalities and 2/3rds of the expenditure in the case of local boards towards its attainment.

Another very marked phenomenon particularly towards the end of the quinquennium has been the political awakening of the backward classes. This has in all cases been accompanied by a demand for increased educational facilities. The provisions of the Primary Education Act are intended to supply these and Government have little doubt that the rank and file of these classes will utilise with enthusiasm when provided the facilities so keenly demanded by their leaders.

The efforts of Government for the improvement and expansion of education would have borne much greater fruit had it not been for the campaign of non-co-operation which, unfortunately, for the people of the Presidency, was largely directed against existing educational institutions. The movement

began, reached its zenith and declined during the quinquennium. The incalculable harm done to the youth of this Presidency by interfering with and interrupting their education can hardly be realised until the generation thus affected grow to manhood. While there can be no excuse for the wicked heartlessness of those who engineered this movement and directed it against educational institutions Government recognise that it received support in unexpected quarters owing to a genuine desire for a greater rate of expansion of education and an improvement in the methods employed. It is hoped that these misguided enthusiasts recognising their mistake will take the opportunity offered by the Primary Education Act to assist towards realising the aim which both they and Government have in common, namely to give the rising generation of the country an education fitting them to be good citizens.

During the quinquennium the educational services have been completely re-organised and are now classified into Indian Educational Service, Bombay Educational Service and Subordinate Educational Service, each with its own standard of recruitment and its own time scale. Very considerable increases have been made in the pay of all educational officers including the primary school masters, the major share of the cost of which has fallen on Government

2. *Statistical Results.*—The steady increase in numbers in educational institutions during the quinquennium has been satisfactory. The total number of pupils undergoing instruction rose from 781,674 to 958,392. The total annual expenditure rose from Rs. 1,64,36,000 to Rs. 2,96,03,000, a rise of 80 per cent. Of this expenditure provincial and imperial funds in the first year of the quinquennium provided Rs. 79,19,000 or 48 per cent. while in the last year provincial funds provided Rs. 1,69,88,000 or 57 per cent., imperial grants having been merged in the provincial balances.

The expenditure from municipal funds increased also by 154 per cent. and Government recognise the efforts which the majority of municipalities have made to provide and maintain sufficient schools in spite of the rapidly increasing cost. The great increase in the share of the burden of education borne by public funds compared with that borne by private funds is remarkable.

3. *University Education.*—The chief feature of the quinquennium has been the co-operation which has existed between Government and the University in all important matters. The reform of the University on the lines indicated by the Calcutta University Commission with its scheme of intermediate colleges is a difficult matter in view of the existing financial stringency; but the question is under consideration.

The question of the continuance of the Joint Examination Board for Matriculation and the School-Final Examinations is about to be decided after a conference of representatives of Government and the University. The equipment of the Royal Institute of Science is now practically complete. Government notice with regret the decline in the number of students of Sociology in the University School of Economics and Sociology.

The deterioration of the standard of knowledge of English amongst undergraduates and graduates, unaccompanied by any increase in the standard of knowledge of vernaculars is a matter which should receive attention both from the University and the authorities of colleges.

4. *Secondary Education.*—A similar criticism is made regarding the knowledge of English attained by pupils in high schools. The existence of a large number of secondary schools in small towns where the pupils have hardly any opportunity of meeting or hearing Englishmen is probably one of the causes of this; but Government trust that the managers of these schools and the Joint Examination Board will do all they can to resist this lowering of the standard and give special attention to the teaching of this subject on which to a great extent the future progress of India necessarily depends.

On the whole the quinquennium has been for secondary education largely one of marking time. The policy of having one Government High School

in each district has been continued and in pursuance of this a high school has been opened in the Larkana district by converting the Municipal Anglo-Vernacular School into a Government institution. The satisfactory increase in the number of Mahomedans attending secondary schools is welcomed and it is hoped that with their political revival the number of non-Brahmin Hindus will likewise increase in the near future.

After having successfully worked for three years the experiment of attaching English classes to primary schools, Government will now leave the future development of this scheme to Local bodies giving them a grant of 1/3rd of the expenditure on the classes. The expenditure is regarded as on secondary education and as an optional, not obligatory, duty of the local body.

5. *Primary Education.*—The numbers attending primary schools have increased and various valuable improvements have been effected during the quinquennium. But the enormous increase in the expenditure from public funds on the schools has not been the result of this expansion or improvement so much as of the increase in the cost of maintaining the schools and in particular the very great increase in the pay of primary school teachers. In fact the increase in pay of the primary school teachers has largely prevented the expansion and improvement of primary education. The impending changes consequent on the Primary Education Act in consequence of which the control of primary education will largely be handed over to local authorities renders it unnecessary to review at length the last quinquennium under the former conditions. The conclusions of the representative Committee which considered the future of primary education have been embodied in the Primary Education Act and Government have willingly undertaken the financial responsibility of aiding the introduction of compulsory elementary education as imposed by the Act. The success of the policy of compulsion will depend on the energy and ability with which the School Boards of the local authorities administer it and Government await the result of this great development with keen interest and high hope.

The training of teachers was very greatly developed and improved during the quinquennium but unfortunately it progressed too rapidly, in view of the additional cost of trained teachers, for the trained teachers to be absorbed by local bodies. It is with regret that Government have found it necessary to close some of the schools and classes but this has been done in such a way that they can be quickly reopened if it is found that trained teachers are required by local authorities in increased numbers. The only alternative would have been to limit the expansion of primary education under the Primary Education Act in order to save sufficient funds for the payment of the trained teachers.

6. *Professional Education.*—The post-war demand for medical education which has caused embarrassment to the medical colleges of all countries has been well exemplified in the case of the Grant Medical College. While with extreme regret and reluctance Government has had to agree to a reduction in the number of the students admitted, it is hoped that by taking steps to utilise to the best advantage the available clinical material the medical training may be kept at the standard required in the present day and worthy of the Presidency and University of Bombay. The fact that the British Medical Association felt itself constrained to issue a warning regarding the validity of Bombay Degrees in Great Britain shows how the standard of training especially in midwifery was in danger of being lowered by the overcrowding of the college.

The large expansion which has taken place in the activities and number of the Sydenham College of Commerce since it has been provided with a suitable building is a source of considerable gratification.

The expansion of the College of Engineering is still under consideration, conditions having altered owing to the opening of the Engineering section of the D. J. Sind College.

A feature of the quinquennium has been the very great increase in the demand for professional education shortly after the war. The same phenomenon has been noticed all over the world. The sudden expansion of professional colleges is not possible in India and Government were not prepared to sacrifice the standard of training imparted in order to satisfy the sudden increased demand but the necessity for expansion is fully realised and will be carried out as funds permit.

7. *Technical and Industrial Education.*—The report of the Committee appointed to draw up a comprehensive scheme of technical and industrial education for the Presidency is still under the consideration of Government. It has not been possible to put the scheme of the Committee into operation partly for financial reasons and partly because of the very wide divergence of opinion between the majority and minority of the Committee regarding the policy to be adopted.

The rebuilding of the Victoria Jubilee Technical Institute in its new situation at Matunga has enabled the work of this institution, the chief technological institution in this Presidency, to extend very greatly its sphere of usefulness. It is now very well housed and equipped.

8. *Art Education.*—There has been a distinct revival of interest and appreciation of Indian Art in the Presidency during the quinquennium and there are signs that the Bombay School of Art is becoming the centre of a live school of Indian Art on a sound and sure foundation. The School of Architecture has been no less successful and it is very satisfactory to note that the Bombay Municipality have now recognised the diploma of the school for the grant of a Surveyor's license under section 355 (1) of the Bombay Municipal Act.

9. *Education of Girls.*—The progress during the quinquennium if slow has been well maintained though no very far reaching changes have occurred. It is satisfactory to notice the general belief that the prejudice against the education of girls is beginning to weaken.

10. *Education of Mahomedans.*—There has been a distinct advance during the quinquennium as shown by the statistics of Mahomedans attending schools compared with the total Mahomedan population. Judged solely by educational statistics Mahomedans cannot now be called a "backward" class.

11. *Education of Depressed Classes.*—The total number of children of the Depressed Classes or the so-called Untouchable Classes under instruction increased from 30,568 to 38,266 during the quinquennium, *i.e.*, by 25 per cent. against an increase of 16·7 per cent. during the previous quinquennium. The increase was specially marked in public institutions in the Central and Southern Divisions, where it amounted to 51 per cent. and 217 per cent., respectively. It is rather curious to note that in the Northern Division, where the demand for the removal of untouchability occupied an important place in the non-co-operation programme, the increase is only 4 per cent. and it is understood that it is in this Division that the prejudices against these classes remain the strongest. Among the special measures adopted during the quinquennium for the promotion of education among these classes were the appointment of a special officer to look after this matter for three of the districts in the Central Division, the institution of special scholarships in arts and professional colleges, and the raising of the value of the special scholarships in secondary schools. These measures have since the close of the quinquennium been augmentd by a large increase in the number of special scholarships in secondary schools, the opening of a free students' hostel for these classes in Poona, and the institution of a large number of special scholarships in the upper standards of primary schools. For children studying in the lower standards of Local Board Schools Government have sanctioned an annual grant of Rs. 10 000 for the free supply of books, slates, etc. With the adoption of these measures and with the great awakening among the Depressed Classes, coupled with the desire for education, which has been

observed during the last few years, it is hoped that the spread of education among them will be even faster in the future.

12. *Text Books.*—Government have recognised how education as conducted in the vernaculars has suffered from the paucity of good test books and a special scheme for the encouragement of authors of such books has been inaugurated. If on trial it is found successful it is capable of being very largely extended.

13. *Boy Scouts.*—An important feature of the quinquennium, connected specially with secondary education, has been the remarkable progress which the Boy Scout movement has made in this Presidency. In the opening years of the quinquennium the movement was practically restricted to European and Parsi troops in Bombay and Poona and a few scattered Indian Boy Scout Association Troops. As a result of the deputation of Mr. A. C. Miller of the Indian Educational Service on special duty to organise the movement in this Presidency a scheme whereby Indian Troops could be affiliated to the Baden-Powell organisations was drawn up and approved by the Headquarters in London and is now being worked in this Presidency. A considerable number of school masters have been trained as Scoutmasters in the training camp opened at Lonavla in January 1922 and many more who had applied had to be refused admission owing to lack of accommodation. The recent successful rally of boy scouts in Poona on a large scale is a practical proof of the rapid development of the movement. As was observed by His Excellency the Governor in his speech at the Rally, in spite of the advances which have already been made in the spread of the Scout movement throughout the Presidency it is still true that the Scout organisation is not receiving sufficient support from the general public, a fact which is much to be regretted. The educative value of Boy Scout training for the youth of this country is so obvious that it is hoped that greater enthusiasm will be roused among the general public in course of time and that the progress of the movement in the future will be still greater than in the past.

14. *Education of Europeans.*—The amalgamation of the Indo-British Institution and the Bombay Education Society schools is the first step towards the reorganisation of the private agencies for European and Anglo-Indian education and the planning for the future on more efficient and economical lines. The concentration of effort in Bombay with the opening of schools in healthy surroundings in the mofussil such as the new combined school at Deolali is the policy which ought to be followed in all such cases.

15. *Conclusion.*—Government are pleased to record their satisfaction with the administration of the department under Mr. Covernton from the beginning of the quinquennium to May 1921 and under Mr. F. B. P. Lory for the remainder of the quinquennium. They note with regret the number of senior educational officers who have taken advantage of the offer of proportionate pensions as a result of the reformed Government to sever their connection with educational work in this Presidency.

By order of the Government of Bombay
(Transferred Departments),

S. N. ZIMAN,
Deputy Secretary to Government.

G. R. no. P.—36, E. D., dated the 6th December 1923.

To

The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Commissioner, Bombay Suburban Division,
The Director of Public Instruction.

[*P. T. O.*

The Surgeon General with the Government of Bombay,
All Collectors, including the Collectors in Sind and the Deputy Commissioner, Upper Sind Frontier, and the Collector, Bombay Suburban District,
The Director of Agriculture and of Co-operative Societies,
All Political Officers who are not Collectors, except the Agent for Sardars in the Deccan,
The Compiler, General Administration Report,
The Manager, Government Central Press, Bombay,
The Superintendent of Government Printing and Stationery,
The Revenue Department,
The General Department,
The Home Department,
The Political Department,
The Finance Department,
The Public Works Department,
The Director of Information (with spare copies for the Editors' Tables and Editors of Newspapers),
The Oriental Translator to Government,
The Non-official members of the Legislative Council,
The Separate Department (for the Reading Room for the members of the Legislative Council),
*The Under Secretary of State for India,
*The Government of India, Department of Education, Health, and Lands (Education).

*By letter.

No. of 1923.

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SUPPLEMENT

TO THE

REPORT ON PUBLIC INSTRUCTION

IN THE

BOMBAY PRESIDENCY

FOR THE QUINQUENNIUM

1917-18—1921-22

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Bombay Gaz 26/1/24

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Statement showing all kinds of public and private institutions (for boys and girls) throughout the British Districts of the Bombay Presidency and the number of pupils attending them.

Districts.	Area in square miles.	Number of Towns and inhabited villages.	Estimate of population.	Number of schools.	Number of pupils on the 31st March 1884.	Increases and Decreases of the year. Schools. Increase.	Schools. Decrease.	Pupils. Increase.	Pupils. Decrease.	Number of schools not recognized by the Department: Boys, Girls, Total.	Number of Girls pupils in Classes I and II in public schools.	Percentage of Girls pupils in Classes I and II in public schools.	Number of villages with schools.	Number of villages with no schools, to each village with a school.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Bombay	24	1	1,175,914	604	81,407	15	—	677	...	72	4,808	7·6	1	23
Bombay Division.														
Thana	3,576	1,633	912,756	458	29,911	...	3	269	...	8	146	3·2	333	10·7
Nasik	5,877	1,037	837,376	554	36,849	1	...	2,479	...	17	358	4·07	480	12·2
Kolaba	2,169	1,462	562,943	362	19,340	2	...	647	...	30	812	3·5	309	6·8
Ratnagiri	3,989	1,305	1,164,244	657	38,067	...	2	423	...	63	1,324	3·4	414	9·6
Total Mofussil ..	15,611	6,096	3,467,318	2,031	134,147	3	5	4,487	...	114	2,642	2·7	1,536	10·1
Total ...	15,635	6,097	4,638,432	2,635	205,554	18	5	4,964	...	186	7,636	4·3	1,537	10·1
Central Division.														
Poona	5,357	1,157	1,009,032	841	61,281	7	...	3,902	...	...	—	6·7	555	9·6
Satára	4,910	1,342	1,026,239	726	44,936	12	...	4,328	...	31	722	6·4	559	8·0
Sholápur	4,536	718	742,010	500	33,563	...	...	2,151	...	15	1,000	4·7	355	12·8
Ahmednagar	6,610	1,346	723,552	740	35,284	6	...	—	619	...	...	4·8	460	11·0
Eas Khándesh	4,551	1,478	1,079,857	643	53,927	4	...	...	236	68	1,196	5·1	461	9·8
West Khándesh	6,401	1,427	611,647	340	23,049	3	...	1,412	...	44	679	2·5	264	20·6
Total ...	32,365	7,468	5,236,348	3,790	251,940	32	...	11,791	849	158	4,006	4·9	2,754	11·4
Northern Division.														
Ahmedabad	3,824	871	880,611	545	41,266	7	...	...	5,714	215	16,712	...	315	...
Kaira	1,596	879	716,922	614	46,580	14	...	884	...	122	6,686	...	350	...
Broach	1,468	404	307,745	317	22,379	...	7	258	...	57	2,640	...	240	...
Surat	1,651	782	674,561	574	41,583	...	20	...	10,263	176	10,605	...	603	...
Panch Mahals	1,606	664	374,860	214	13,403	...	1	79	...	32	2,115	...	156	...
Camp Baroda	1	1	2,934	8	656	...	...	22	...	...	...	...	1	...
Camp Deesa	5	1	7,218	6	547	...	...	50	...	...	...	...	1	...
Thana Abu	...	..	...	2	131	...	...	...	3	...	...	...	1	...
Total ...	10,151	3,606	2,969,001	2,279	166,510	21	28	1,293	15,980	602	38,758	7·2	1,467	6·9
Southern Division.														
Dhárwár	4,036	1,277	1,036,924	864	63,664	64	...	3,666	...	26	655	6·2	805	7·6
Belgaum	4,611	1,069	952,896	643	39,869	12	...	166	...	4	76	4·2	410	11·2
Bijápur	5,707	1,128	796,876	592	35,849	23	...	710	...	36	673	4·5	487	11·7
Kánara	3,946	1,264	401,797	342	17,314	...	7	...	384	2	75	4·3	257	12·4
Total ...	18,870	4,738	3,188,523	2,341	156,496	100	7	4,571	384	68	1,479	4·9	1,759	10·7
Sind.														
Karáchi	11,231	763	542,068	399	29,921	...	67	...	2,121	72	1,301	4·0	205	56·9
Hyderabad	4,417	962	573,493	354	18,849	...	124	...	2,624	113	3,084	3·7	374	11·8
Nawabshah	3,889	731	418,009	246	12,250	...	83	...	1,609	40	510	3·1	240	16·1
Thar and Párkar	13,636	904	396,321	172	6,406	...	40	...	464	48	682	1·6	198	62·9
Sukkur	5,612	671	510,792	421	23,940	...	82	...	2,423	112	1,533	3·0	443	17·2
Upper Sind Frontier ...	2,064	410	240,619	160	5,394	...	29	...	820	86	1,423	3·0	230	17·9
Larkána	5,657	763	537,960	400	20,853	...	119	...	3,249	86	1,433	3·6	487	10·3
Total ...	46,506	5,154	3,279,277	2,152	117,603	...	546	...	13,310	577	9,962	3·7	1,167	23·0
Aden	80	3	50,300	52	2,035	6	—	—	10	...	—	4·0	3	26·7
Grand Total, British Districts	129,637	26,756	19,358,371	13,309	696,877	177	586	22,419	30,542	1,691	61,515	4·9	9,667	12·8

The list of Primary Schools for Boys will be found in Subsidiary Form Nos. 4 and 5 for British Districts and the figures contrast with those of the previous year as under:—

Division.	Managed by Government.				Managed by Local Board.				Managed by Municipal Board.			
	1920-1921.		1921-1922.		1920-1921.		1921-1922.		1920-1921.		1921-1922.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division—												
Bombay ...	...	...	...	...	...	.....	...	...	191	22,916	204	24,315
Mofussil ...	...	..	1	36	1,509	75,809	1,506	79,272	115	15,714	116	16,166
Central Division ...	5	1,257	5	1,271	2,672	143,782	2,658	148,762	207	34,722	207	36,607
Northern Division...	7	702	6	675	1,417	96,695	1,418	94,602	173	27,271	178	18,615
Southern Division...	16	1,675	20	1,930	1,481	91,946	1,480	91,614	125	18,397	123	19,253
Sind ...	2	265	2	291	955	45,820	833	42,535	75	10,455	78	10,508
Aden ..	3	343	3	382	...	.....	...	...	...	...	...	...
Total ...	33	4,242	37	4,584	8,034	453,052	7,895	456,895	886	129,485	906	125,554

Division.	Aided by the Department or by Local Board or by Municipal Board.				Unaided.				Total.			
	1920-1921.		1921-1922.		1920-1921.		1921-1922.		1920-1921.		1921-1922.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division—												
Bombay ...	118	11,804	106	10,612	14	1,540	15	1,411	323	36,260	325	36,339
Mofussil ...	142	7,606	152	8,125	13	308	6	129	1,779	99,497	1,781	103,728
Central Division ...	345	16,894	416	18,908	56	1,371	29	799	3,284	197,036	3,315	206,462
Northern Division ...	229	12,035	244	12,854	16	1,520	6	717	1,842	138,225	1,852	* 127,553
Southern Division...	309	12,754	405	16,072	15	549	1	21	1,946	125,321	2,029	128,890
Sind ...	1,278	43,025	293	34,991	...	...	...	...	2,310	99,565	1,836	88,325
Aden ...	30	927	31	791	6	542	8	643	29	1,812	32	1,816
Total ...	2,441	105,105	2,267	102,349	119	5,830	65	3,720	11,513	697,714	11,170	693,103

A Comparative Table showing the Schools closed on account of plague on 31st March 1922 in the British Districts of the Bombay Presidency.

Class of Institutions.	Bombay Division.				Central Division.				Northern Division.			
	1920-21.		1921-22.		1920-1921.		1921-1922.		1920-1921.		1921-1922.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Arts Colleges	...	...	...	...	...	...	...	...				
Professional Colleges ...	...	...	...	...	...	...	...	...				
Secondary Schools ... Boys ...	...	...	...	...	...	...	...	...				
Secondary Schools ... Girls ...	...	...	...	...	...	...	...	...				
Primary Schools ... Boys ...	3	178	3	306	9	1,242	15	31*	Nil.		Nil.	
Primary Schools ... Girls ...	...	...	...	...	...	...	...	...				
Special Schools	...	...	...	...	...	...	...	...				
Total ...	3	178	3	306	9	1,242	15	31				

Class of Institutions.	Southern Division.				Sind.				Total.			
	1920-1921.		1921-1922.		1920-1921.		1921-1922.		1920-1921.		1921-1922.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Arts Colleges	...	...	...	...					...	...	...	...
Professional Colleges ...	...	...	...	...					...	...	...	...
Secondary Schools ... Boys	...	...	...	...					...	...	...	...
Secondary Schools ... Girls ...	...	...	...	...					...	...	...	...
Primary Schools ... Boys ...	10	215	2	91	Nil.		Nil.		22	1,635	20	428
Primary Schools ... Girls ...	...	...	...	...					...	...	...	...
Special Schools	...	...	...	...					...	...	...	...
Total ...	10	215	2	91					22	1,635	20	428

* Figures for East Khandesh District are not available.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY.

Statement showing the Receipts and Disbursements of the District Local Boards and Schools

	Collectorate.	Opening Balance on 1st April 1891.	Receipts. Provincial Grant.	Cess.	Fees.	Municipal Grants.	Miscellaneous.	Total, including opening balance.	Expenditure on District Local Board and Government Institutions.	Expenditure on Aided Institutions.
	1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay Deccan.	Thána	72,716	2,27,338	38,432	5,678	...	7,238	3,51,397	2,52,707	755
	Násik	57,234	3,04,045	57,349	8,871	...	27,413	4,54,912	3,70,265	...
	Kolába	75,646	2,16,297	36,713	7,020	...	106	3,35,782	2,28,970	...
	Ratnágiri	93,337	4,12,093	21,237	13,824	...	3,056	5,44,247	4,17,404	...
	Total ...	2,98,933	11,59,773	1,54,431	35,388	...	37,813	16,86,338	12,69,346	755
Central Division.	Poona	92,190	4,08,307	39,214	10,147	...	185	5,50,043	4,44,093	...
	Sátára	1,48,178	4,05,119	67,766	15,407	...	53	6,36,523	4,74,712	...
	Sholápur	30,616	2,70,105	27,583	9,438	...	4,265	3,42,107	3,03,166	...
	Ahmednagar	23,382	3,64,213	22,266	9,806	...	438	4,20,305	4,12,347	...
	East Khándesh	90,668	5,46,112	94,036	19,435	199	154	7,50,604	6,39,851	...
	West Khándesh	81,044	2,64,681	70,796	6,419	...	9,276	4,32,216	3,36,356	...
	Total ...	4,66,278	22,58,537	3,21,661	70,752	199	14,371	31,31,798	26,10,525	...
Northern Division.	Ahmedabad	1,02,225	4,12,752	37,306	8,816	...	2,551	5,63,650	4,40,429	...
	Kaira	627	4,58,406	36,847	9,480	...	463	5,05,823	5,18,229	...
	Panch Mahále	36,187	1,77,023	16,842	2,366	...	962	2,27,380	1,84,794	...
	Broach	39,675	2,46,380	49,388	4,192	...	1,026	3,40,661	3,13,684	800
	Surat	26,057	4,61,212	59,210	7,636	...	6,963	5,61,078	5,02,298	300
	Total ...	2,04,771	17,55,773*	1,99,593	32,490	...	11,965	21,98,592	19,59,434	1,100
Southern Division.	Dhárwár	1,70,851	5,22,327	74,425	17,392	...	13,024	7,98,019	6,04,020	...
	Belgaum	96,548	4,17,468	68,818	16,153	...	1,551	6,00,538	4,85,648	...
	Bijápur	40,895	3,73,888	13,315	13,389	...	2,291	4,43,978	4,31,948	...
	Kánara	23,459	2,18,750	20,918	3,545	...	1,413	2,68,085	2,32,125	...
	Total ...	3,31,753	15,32,433	1,77,476	50,679	...	18,279†	21,10,620	17,53,741	...
Sind.	Karáchi	57,475	1,02,251	32,479	32	...	74	1,92,311	1,27,472	6,456
	Hyderabad	55,513	1,02,578	62,198	308	...	23,272	2,33,869	1,73,247	7,786
	Nawábshah	10,704	1,55,170	45,669	6,637	...	546	2,18,726	2,10,528	4,227
	Thar and Parkar	28,413	1,00,553	34,656	1,118	...	2,689	1,67,429	1,69,482	2,300
	Sukkur	−5,428	1,89,298	43,928	34	...	232	2,28,064	2,19,942	6,989
	Upper Sind Frontier	22,119	76,418	36,674	5	...	255	1,35,471	1,06,453	3,461
	Larkána	22,679	2,44,229	94,936	13	...	2,089	3,63,946	3,53,219	11,855
	Total ...	1,91,475	9,70,497	3,40,540	8,147	...	29,157	15,39,816	13,54,443	43,024
	Grand Total ...	14,93,210	76,77,013	11,87,701	1,97,456	199	1,11,585	1,06,67,164	89,47,489	44,879

		Rs.
*Maintenance grant	... ...	14,62,776
Excise Revenue	... ...	6,316
War Allowance	... ...	2,70,017
Building grant	... ...	16,664
Grant for Furniture and apparatus	... ...	.....
	Total ...	17,55,773

		Rs.
†Advances	... ...	1,974
Popular contribution for furniture	... ...	16
Do. for buildings	... ...	638
Sale proceeds	... ...	576
Refunds and cash recoveries	... ...	13,762
Miscellaneous	... ...	181
Leave allowance from other bodies	... ...	232
Interest on War bonds	... ...	900
	Total ...	18,279

aided by the Department within Local Board Area during the year 1921-1922.

Expenditure.								Schools aided by the Department within Local Board Area.				
Local Board Grants assigned under Section 47.	Local Board Grant assigned under Section 45.	Total.	Closing balance on 31st March, 1922.	Number of Schools in Local Board Budget on 31st March, 1922.	Number of Pupils in Local Board Schools on 31st March, 1922.	Increase of Local Board Schools during the year.	Increase of Pupils in Local Board Schools during the year.	Number of Schools on 31st March 1922.	Number of Pupils in Schools on 31st March 1922.	Increase of Schools during the year.	Increase of Pupils in Schools during the year.	Grants paid.
11	12	13	14	15	16	17	18	19	20	21	22	23
Rs.	Rs.	Rs.	Rs.									Rs.
2,023	3,833	2,50,318	92,070	322	16,517	...	375	32	1,640	3	183	1,638
385	1,522	3,72,172	82,740	436	24,645	−2	2,334	23	828	−3	−404	3,050
232	3,389	2,32,591	1,03,191	307	14,311	1	528	17	1,351	2	654	1,882
...	2,956	4,20,360	1,23,887	532	28,133	...	261	48	2,233	4	146	4,571
2,640	11,700	12,84,441	4,01,897	1,597	83,606	−1	3,498	120	6,052	6	579	13,541
519	2,788	4,47,400	1,02,643	552	27,895	−2	2,922	51	1,705	+19	+596	4,244
1,603	2,364	4,78,979	1,57,844	569	32,114	−6	2,606	66	1,834	+32	+836	4,231
2,044	415	3,05,625	36,482	385	19,045	...	704	15	409	+3	+125	952
41	1,141	4,13,529	6,776	491	22,212	...	−523	109	4,266	+11	−115	12,534
3,315	8,159	6,51,325	99,279	533	39,124	...	−231	5	127	+4	+102	148
337	3,621	3,40,314	91,002	274	15,121	−1	625	10	440	+1	+40	1,425
7,859	18,488	26,36,872	4,34,926	2,804	155,511	−9	+6,193	316	8,781	+70	+1,584	23,544
1,162	2,615	4,44,206	1,19,444	358	22,142	...	−624	26	1,015	+1	+82	2,378
1,132	630	5,19,991	−14,168	281	30,453	...	−238	131	5,679	+13	+806	8,662
...	1,027	1,85,821	47,559	174	8,812	...	−229	7	366	+1	+45	1,751
55	1,200	3,15,739	24,922	229	15,745	...	+279	4	88	...	−52	240
400	1,006	5,04,034	57,074	430	29,433	...	−1,623	9	530	−3	−102	1,997
2,749	6,478	19,69,761	2,28,831	1,602	106,585	...	−2,435	177	7,678	+12	+779	14,968
367	1,484	6,05,871	1,92,148	561	37,801	+4	+416	161	5,404	+56	+1,720	11,221
658	2,672	4,88,978	1,11,560	410	28,034	...	+814	59	1,666	+14	+366	4,403
161	1,330	4,33,169	10,569	415	23,657	+1	−639	101	3,721	+24	+880	6,625
...	1,440	2,33,565	34,320	239	11,036	−4	−372	29	899	−5	−196	1,887
1,186	6,896	17,61,823	3,48,797	1,635	100,588	+1	−281	350	11,190	+89	+2,770	24,046
818	660	1,35,406	56,905	89	4,142	−4	−334	144	3,675	−62	−1,939	14,655
319	609	1,82,852	51,817	114	4,628	−30	−703	149	4,172	−89	−1,744	19,053
...	...	2,14,755	3,971	166	6,519	−88	−1,028	137	4,601	27	+98	35,663
...	810	1,65,592	837	89	3,957	−13	−186	76	1,889	−25	−94	12,014
...	375	2,27,256	808	160	9,260	−12	−308	173	4,767	−63	−1,408	23,678
...	2,335	1,12,740	22,722	76	3,378	−2	+24	76	1,881	−35	−791	7,003
1,022	...	3,66,106	−2,160	252	11,930	−15	−936	199	5,792	−97	−2,170	16,820
2,169	5,280	14,04,916	1,34,900	860	43,914	−124	−3,491	954	26,827	−388	−7,348	1,37,846
16,603	48,842	90,57,813	16,09,351	8,498	480,234	−133	+3,484	1,917	60,528	−211	−1,636	2,13,945

Statement showing Primary Schools within Municipal limits on 31st March 1922.

Towns.		SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE GOVERNMENT GRANTS.									NON-MUNICIPAL SCHOOLS.					
				Receipts.							Aided Schools.				Recognised Schools.	
		Number of Schools.	Number of Pupils.	Fees.	Local Fund Grants, under Sections 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.	Number of Schools.	Number of Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
BOMBAY DIVISION.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.		
Bombay	Boys	204	24,315	33,916	...	17,959	9,02,803	3,07,020	12,61,698	12,61,698	106	10,613	3,792	80,183	15	1,411
	Girls	89	10,931	13,972	...	9,540	3,69,256	1,34,212	5,26,980	5,26,980	38	4,577	2,553	43,352	3	269
Kolaba.		293	31,646				4,41,235		17,88,678							
Alibág	Boys	1	323	544	656	...	2,589	3,382	7,171	7,171	1	43	70	...	...	...
	Girls	1	126	...	...	...	1,035	923	1,958	1,958	1	29	267	...	...	...
Mahád	Boys	3	422	419	643	7	1,635	3,248	5,952	5,952	...	...	...	...	...	...
	Girls	1	102	...	149	...	475	751	1,375	1,375	...	...	...	...	...	...
Mátheran	Boys	1	148	...	55	...	1,735	1,726	3,516	3,516	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Panvel	Boys	4	497	...	918	...	3,456	4,205	8,579	8,579	...	...	...	...	...	...
	Girls	1	113	...	...	...	944	908	1,852	1,852	...	...	...	...	...	...
Pen	Boys	2	353	852	370	114	2,776	3,810	7,922	7,922	1	27	24	...	...	...
	Girls	1	126	...	...	...	855	792	1,647	1,647	...	...	...	...	...	...
Roha	Boys	3	352	505	620	...	1,944	2,575	5,444	5,444	2	115	216	25	...	...
	Girls	1	86	...	...	...	486	644	1,130	1,130	...	...	...	...	...	...
Uran	Boys	2	170	200	210	...	504	1,284	2,288	2,288	1	41	574	...	...	...
	Girls	1	69	...	...	...	576	482	858	858	...	...	...	...	...	...
Total	Boys	16	2,815	2,320	3,472	121	14,729	20,230	40,872	40,872	5	226	884	25	...	...
	Girls	6	613	...	149	...	4,171	4,500	8,820	8,820	1	29	267	...	...	...
Násik.																
Igatpuri	Boys	3	267	206	61	508	1,850	2,953	5,378	5,378	1	25	142	...	...	...
	Girls	2	78	...	12	...	394	593	999	999	1	48	227	...	...	...
Malegaon	Boys	8	1,046	859	354	8	6,353	11,686	19,270	19,270	...	...	...	...	...	...
	Girls	2	302	...	140	...	3,629	2,821	6,590	6,590	...	...	...	...	...	...
Manmád	Boys	2	205	180	...	...	1,008	1,255	2,443	2,443	2	215	663	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	2	183	1,035	...	...	...
Nándgaon	Boys	3	414	241	214	...	2,802	2,891	6,148	6,148	...	...	...	...	...	...
	Girls	2	78	...	...	...	490	478	968	968	...	...	...	...	...	...
Násik	Boys	7	2,131	2,265	234	40	25,675	16,159	44,373	44,373	4	603	2,346	...	...	...
	Girls	4	622	...	95	47	7,450	3,435	11,027	11,027	3	206	1,506	...	...	...
Sinnar	Boys	2	327	343	400	...	1,383	3,840	5,966	5,966	1	233	1,153	244	...	...
	Girls	1	77	...	22	...	326	253	601	601	1	64	423	...	...	...
Trimbak	Boys	1	241	158	233	...	2,612	2,118	5,126	5,126	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Yeola	Boys	5	795	913	112	15	7,175	10,591	18,806	18,806	...	...	...	...	...	...
	Girls	2	287	...	25	28	1,488	1,123	2,664	2,664	...	...	...	...	...	...
Total	Boys	31	5,536	5,265	1,613	571	49,158	50,903	1,07,510	1,07,510	8	1,076	4,304	244	...	...
	Girls	13	1,444	...	294	75	13,777	8,703	22,849	22,849	7	503	3,191	...	...	...
Ratnágiri.																
Chiplún	Boys	3	548	462	...	30	4,165	4,304	8,941	8,941	...	...	...	...	...	...
	Girls	1	90	...	...	...	1,347	85	1,432	1,432	1	28	40	...	...	...
Malwan	Boys	6	863	806	666	189	1,169	8,311	11,081	11,081	7	373	741	100	...	...
	Girls	4	328	...	...	34	2,142	1,731	3,907	3,907	1	25	160	...	...	...
Rájápur	Boys	3	758	297	1,200	49	2,985	2,977	8,308	8,308	1	39	71	36	...	...
	Girls	1	82	...	...	...	...	1,453	1,453	1,453	1	42	68	36	...	...
Ratnágiri	Boys	6	771	1,023	844	66	4,535	7,591	13,669	13,669	2	128	227	24	1	38
	Girls	1	225	...	246	12	2,091	1,533	3,882	3,882	...	...	...	...	1	104
Vengurla	Boys	4	653	854	...	30	4,375	5,550	10,809	10,809	1	45	211	...	...	...
	Girls	2	220	...	...	13	1,897	695	2,605	2,605	1	30	...	...	...	...
Total	Boys	22	3,993	3,742	2,710	344	17,809	28,343	52,808	52,808	11	585	1,250	160	1	38
	Girls	9	945	...	246	59	7,477	5,497	13,279	13,279	4	125	208	36	2	104

Towns.		Schools maintained by the Municipality on the Government grants.									Non-Municipal Schools.					
		Number of Schools.	Number of Pupils.	Receipts.						Expenditure of Schools.	Aided Schools.				Recognised Schools.	
				Fees.	Local Fund Grants under Section 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.	Number of Schools.	Number of Pupils.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Bombay Division—*continued.*				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.		
Thána.																
Bándra	Boys ...	12	1,295	...	1,677	...	27,531	17,900	47,108	47,108	8	677	1,208	5,990	...	...
	Girls ...	6	410	...	500	...	2,672	4,341	7,513	7,513	...	...	...	...	...	...
Bassein	Boys ...	7	673	431	447	89	4,000	5,876	11,453	11,453	1	72	118	...	...	...
	Girls ...	1	113	...	...	209	541	982	1,732	1,732	...	...	...	...	...	...
Bhiwandi	Boys ...	7	452	...	610	...	2,608	4,355	7,573	7,573	1	58	149	80	...	...
	Girls ...	3	169	...	230	...	992	1,655	2,877	2,877	...	...	...	...	...	...
Kalyán	Boys ...	4	601	76	1,360	6	4,453	6,420	12,255	12,255	3	160	312	...	...	...
	Girls ...	1	168	...	...	...	1,224	...	1,224	1,224	...	...	...	...	...	...
Karla	Boys ...	9	690	768	...	77	7,014	5,782	13,641	13,641	2	147	682	...	...	...
	Girls ...	1	98	...	...	30	1,290	1,320	2,640	2,640	...	...	...	...	...	...
Ghátkopar	Boys ...	1	53	...	132	...	429	172	763	763	1	184	975	1,000	...	...
	Girls ...	...	...	...	...	...	...	...	...	...	1	88	657	...	...	...
Thána	Boys ...	7	1,158	...	760	21	20	10,629	11,430	11,430	...	...	...	...	...	...
	Girls ...	3	425	...	200	...	6,441	1,800	8,441	8,441	1	125	515	...	...	...
Total	Boys ...	47	4,922	1,275	4,926	1,003	46,085	50,934	1,04,223	1,04,223	16	1,304	3,444	7,070	...	...
	Girls ...	15	1,383	...	930	239	13,160	10,098	24,427	24,427	2	213	1,172	...	...	...
Total, Bombay Division.	Boys ...	320	40,481	46,318	15,721	19,998	10,80,644	4,57,430	15,67,111	15,67,111	146	13,804	13,674	87,852	16	1,449
	Girls ...	132	14,716	18,972	1,619	9,913	4,07,841	1,63,010	5,96,355	5,96,355	52	5,447	7,371	43,388	5	373
	Total ...	452	55,197	65,290	14,340	29,911	14,88,485	6,20,440	21,63,466	21,63,466	198	19,251	21,045	1,31,070	21	1,822
Central Division.																
Poona.																
A'landi	Boys ...	1	97	62	3	...	...	1,626	1,691	1,691	...	...	...	...	...	...
	Girls ...	1	41	...	...	...	895	207	1,102	1,102	...	...	...	...	...	...
Bárámati	Boys ...	5	812	911	205	289	8,894	6,363	17,862	17,862	1	25	41	...	...	...
	Girls ...	1	109	...	...	...	...	...	...	...	1	100	240	...	...	...
Indápur	Boys ...	1	207	327	150	...	1,742	2,668	4,887	4,887	1	30	49	...	1	29
	Girls ...	1	43	...	...	...	460	...	460	460	...	...	...	...	...	...
Jejuri	Boys ...	1	211	188	244	9	2,148	2,227	4,816	4,816	...	...	...	...	...	...
	Girls ...	1	88	...	...	...	556	...	556	556	...	...	...	...	...	...
Junnar	Boys ...	2	285	313	400	4	...	3,544	4,261	4,261	3	231	518	...	...	...
	Girls ...	1	129	...	...	...	863	62	925	925	...	...	...	...	...	...
Khed	Boys ...	1	205	236	200	...	461	1,512	2,409	2,409	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lonávla	Boys ...	4	306	328	116	...	3,944	3,338	7,726	7,726	1	40	320	...	...	...
	Girls ...	2	104	...	...	...	1,999	...	1,999	1,999	...	...	...	...	...	...
Poona City	Boys ...	22	3,312	2,880	454	...	22,608	47,189	73,131	73,131	22	5,518	23,729	...	2	76
	Girls ...	12	1,733	...	...	...	35,184	...	35,184	35,184	18	1,098	11,275	50	1	278
Poona Suburban.	Boys ...	2	195	266	257	12	192	2,561	3,288	3,288	21	1,845	10,056	1,000	...	...
	Girls ...	2	83	...	...	8	1,697	...	1,705	1,705	6	418	2,487	...	...	...
Sásvad	Boys ...	1	335	386	415	39	1,650	3,479	5,969	5,969	1	46	150	...	...	...
	Girls ...	1	78	...	...	...	881	...	881	881	1	42	366	...	...	...
Sirúr	Boys ...	1	214	227	689	38	938	2,802	4,714	4,714	1	53	265	...	...	...
	Girls ...	1	67	...	...	...	651	...	651	651	3	106	592	...	...	...
Talegaon Dábhádé.	Boys ...	1	171	239	174	...	1,279	1,914	3,606	3,606	1	...	96	...	1	45
	Girls ...	1	70	...	...	...	1,500	...	1,500	1,500	1	75	330	...	...	...
Total	Boys ...	42	6,450	6,963	3,307	1,091	43,876	79,723	1,34,960	1,34,960	52	5,788	35,234	1,000	4	150
	Girls ...	24	2,576	...	...	8	64,693	269	64,963	64,963	30	2,826	15,190	50	1	278

TALUK.		SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE GOVERNMENT GRANTS-I		RECEIPTS.						Expenditure of Schools.	NON-MUNICIPAL SCHOOLS.					
											Aided Schools.				Recognised Schools.	
		Number of Schools.	Number of Pupils.	Fees.	Local Fund Grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.	Number of Schools.	Number of pupils.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CENTRAL DIVISION —*continued.*				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.		
Satara.																
Ashta	Boys ...	3	428	271	366	14	2,430	2,822	5,903	5,903	...	...	...	...	...	...
	Girls ...	1	61	...	...	...	806	...	806	806	...	...	...	...	...	...
Islampur	Boys ...	3	519	7	842	..	1,304	4,067	6,220	6,220	...	...	...	...	...	...
	Girls ...	2	112	...	...	..	1,615	...	1,615	1,615	...	...	...	...	...	...
Karád	Boys ...	5	851	1,142	376	...	5,128	5,147	11,793	11,793	...	...	...	...	...	...
	Girls ...	1	220	...	...	...	3,255	...	3,255	3,255	1	14	28	...	...	...
Malcolumpeth.	Boys ...	1	157	147	33	...	1,105	2,291	3,576	3,576	...	...	...	...	...	...
	Girls ...	1	47	...	...	...	1,094	...	1,094	1,094	1	37	140	...	...	...
Mhaswad	Boys ...	1	319	260	44	52	1,011	2,431	3,798	3,798	...	...	...	...	...	...
	Girls ...	1	64	...	...	...	797	...	797	797	...	...	...	...	...	...
Panchgani	Boys ...	1	80	56	...	..	376	429	861	861	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...	1	54	150	...	...	...
Rahimatpur.	Boys ...	2	253	211	548	...	785	2,178	3,722	3,722	1	45	67	...	...	...
	Girls ...	1	31	...	...	...	390	...	390	390	...	...	...	1	...	20
Sátára City	Boys ...	7	1,628	1,138	775	...	8,706	13,097	23,711	23,711	10	811	2,717	200	...	...
	Girls ...	2	331	...	...	...	4,276	...	4,276	4,276	4	197	1,113	...	...	...
Sátára Suburban	Boys ...	1	70	92	...	...	631	669	1,393	1,393	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tásgaon	Boys ...	3	619	595	199	58	1,685	3,136	5,673	5,673	1	41	86	...	...	...
	Girls ...	1	121	...	...	3	1,342	...	1,345	1,345	1	39	151	...	...	...
Vita	Boys ...	1	202	271	260	78	1,013	2,083	3,705	3,705	1	117	428	...	...	...
	Girls ...	1	55	...	...	...	598	...	598	598	1	29	147	...	...	...
Wái	Boys ...	4	624	557	524	34	1,617	4,952	7,685	7,685	2	150	337	...	...	...
	Girls ...	2	119	...	...	9	1,174	...	1,183	1,183	3	111	759	...	...	...
Total	Boys ...	32	5,630	4,742	3,967	237	25,794	43,302	78,042	78,042	15	1,173	4,135	200	...	...
	Girls ...	13	1,161	...	...	12	15,347	...	15,359	15,359	12	481	2,507	...	1	20
Sholápur.																
Bársi	Boys ...	6	949	1,077	465	47	6,765	8,341	16,695	16,695	2	83	166	...	...	...
	Girls ...	3	358	...	...	...	4,522	...	4,522	4,522	...	...	...	...	...	...
Karmala	Boys ...	3	401	462	179	...	1,472	3,864	5,977	5,977	1	29	48	...	...	...
	Girls ...	1	58	...	...	...	1,115	..	1,115	1,115	...	...	...	...	...	...
Pandharpur.	Boys ...	6	1,512	380	59	111	19,538	9,588	29,676	29,676	7	313	1,002	...	...	...
	Girls ...	1	338	...	...	...	3,992	...	3,992	3,992	...	...	...	...	...	...
Sángola	Boys ...	1	285	354	253	...	1,493	2,465	4,570	4,570	...	...	...	...	...	...
	Girls ...	1	69	...	...	...	829	...	829	829	...	...	...	...	...	...
Sholapur	Boys ...	17	3,141	414	1,503	350	8,447	41,292	51,996	51,996	11	1,815	2,448	...	...	...
	Girls ...	8	1,240	...	...	...	30,000	...	30,000	30,000	8	581	2,924	...	...	...
Total	Boys ...	33	6,288	2,687	2,459	508	37,720	65,540	1,02,914	1,02,914	21	2,270	3,664	...	...	...
	Girls ...	14	2,152	...	...	...	40,458	...	40,458	40,458	8	581	2,924	...	...	...
Ahmednagar.																
Ahmednagar.	Boys ...	8	1,822	2,270	374	20	9,024	20,274	32,562	32,562	9	701	2,481	...	...	...
	Girls ...	5	613	14	...	...	11,419	...	11,433	11,433	7	767	4,780	100	...	...
Bhingár	Boys ...	2	555	588	101	...	7,809	4,685	8,184	8,184	...	...	...	...	...	...
	Girls ...	1	113	...	...	...	1,712	...	1,712	1,712	...	...	...	...	...	...
Kharda	Boys ...	2	384	330	5	4	2,130	4,552	7,021	7,021	...	...	...	...	...	...
	Girls ...	2	103	...	...	...	1,780	...	1,780	1,780	...	...	...	...	...	...
Sangamner.	Boys ...	5	740	180	405	28	3,466	8,976	13,110	13,110	4	193	603	...	...	...
	Girls ...	1	158	...	...	...	2,041	...	2,041	2,041	...	...	...	...	...	...
Vámbori	Boys ...	2	273	199	237	...	1,215	2,571	4,222	4,222	2	79	183	...	...	...
	Girls ...	1	48	...	...	...	750	...	750	750	...	...	...	...	...	...
Total	Boys ...	19	3,774	3,567	1,182	47	19,295	41,008	65,099	65,099	15	973	3,267	...	...	...
	Girls ...	10	1,027	14	...	...	17,702	...	17,716	17,716	7	767	4,780	100	...	...

Towns.		SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE GOVERNMENT GRANTS.									NON-MUNICIPAL SCHOOLS					
		Number of Schools	Number of Pupils	Receipts.						Expenditure of Schools.	Aided Schools.				Recognised Schools.	
				Fees.	Local Fund Grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.	Number of Schools.	Number of Pupils.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CENTRAL DIVISION—*continued.*				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.		
East Khándesh.																
Amalner	Boys ..	6	984	740	790	516	11,548	7,447	21,041	21,041	...	...	...	...	...	...
	Girls ...	2	235	...	...	129	4,947	...	5,076	5,076	...	...	...	...	...	...
Bhusáwal	Boys ...	5	811	3	*2,243	26	2,843	10,007	15,142	15,142	2	169	436	284	...	...
	Girls ...	2	257	...	...	5	4,866	...	4,871	4,871	...	...	...	...	...	...
Chálisgaon	Boys ...	4	719	491	200	13	6,132	7,309	14,145	14,145	...	...	...	...	...	...
	Girls ...	2	167	...	...	3	3,147	...	3,150	3,150	...	...	...	...	...	...
Chopda	Boys ...	5	961	570	1,015	211	5,608	9,641	17,045	17,045	...	...	...	...	...	...
	Girls ...	2	168	...	...	35	2,710	...	2,745	2,745	...	...	...	...	...	...
Dharangaon.	Boys ...	5	953	526	762	74	8,081	8,620	18,085	18,085	...	...	...	...	...	...
	Girls ...	2	126	...	...	10	2,331	...	2,341	2,341	...	...	...	...	...	...
Erandol	Boys ...	4	712	416	1,125	...	5,361	7,952	14,853	14,853	...	...	...	...	...	...
	Girls ...	1	96	...	...	...	1,942	...	1,942	1,942	...	...	...	...	...	...
Faizpur	Boys ...	4	720	580	709	152	5,705	5,924	13,070	13,070	...	...	...	...	...	...
	Girls ...	2	107	...	...	...	1,842	...	1,842	1,842	...	...	...	...	...	...
Jalgáon	Boys ...	7	1,411	7,075	1,146	4	6,423	19,405	28,053	28,053	...	...	...	...	...	...
	Girls ...	4	381	...	...	16	10,120	...	10,136	10,136	...	...	...	...	...	...
Párola	Boys ...	3	579	731	482	62	3,170	6,774	11,219	11,219	...	...	...	...	...	...
	Girls ...	2	180	...	...	20	3,475	...	3,495	3,495	...	...	...	...	...	...
Ráver	Boys ...	3	598	421	1,085	446	2,226	5,609	10,387	10,387	...	...	...	...	...	...
	Girls ...	2	95	...	...	...	1,639	...	1,639	1,639	...	...	...	...	...	...
Sávda	Boys ...	3	592	504	478	...	3,683	4,378	9,040	9,040	...	...	...	...	...	...
	Girls ...	2	97	...	...	...	1,004	...	1,004	1,004	...	...	...	...	...	...
Yával	Boys ...	4	684	510	839	7	1,093	5,805	8,254	8,254	...	...	...	...	...	...
	Girls ...	2	103	...	...	2	1,139	...	1,141	1,141	...	...	...	...	...	...
Total	Boys ..	53	9,724	6,566	11,474	1,521	61,890	98,583	1,80,334	1,80,334	2	169	436	284	...	...
	Girls ...	25	2,012	...	...	220	39,162	...	39,382	39,382	...	...	...	...	...	...
West Khándesh.																
Betávad	Boys ...	2	*289	176	651	...	1,097	2,821	4,745	4,745	...	...	...	...	...	...
	Girls ...	1	33	...	...	...	...	...	...	...	...	...	...	...	...	...
Dhulia	Boys ...	12	1,785	1,405	628	100	11,633	21,163	34,949	34,949	...	...	...	...	...	...
	Girls ...	5	395	...	...	1	8,844	...	8,845	8,845	...	...	...	...	...	...
Nandurbár	Boys ...	4	862	819	528	149	7,154	9,424	18,074	18,074	1	46	126	...	...	...
	Girls ...	2	168	...	...	...	...	...	...	...	...	...	...	...	...	...
Shahada	Boys ...	2	403	375	446	14	1,982	3,855	6,672	6,672	...	...	...	...	...	...
	Girls ...	1	61	...	...	...	664	...	664	664	...	...	...	...	...	...
Shirpur	Boys ...	4	721	567	913	182	2,592	8,642	12,896	12,896	...	...	...	...	...	...
	Girls ...	2	134	...	...	...	1,841	...	1,841	1,841	...	...	...	...	...	...
Sinkhéda (and Dhondaicha.)	Boys ...	2	391	282	522	...	2,431	3,565	6,800	6,800	...	...	...	...	...	...
	Girls ...	1	36	...	...	...	...	...	...	...	...	...	...	...	...	...
Taloda	Boys ...	2	400	287	270	...	1,923	3,315	5,795	5,795	...	...	...	...	...	...
	Girls ..	1	101	...	...	...	1,080	...	1,080	1,080	...	...	...	...	...	...
Total	Boys ..	28	4,811	3,911	3,958	445	28,432	52,785	89,531	89,531	1	46	126	...	...	...
	Girls ...	13	928	...	...	1	12,429	...	12,430	12,430	...	...	...	...	...	...
Total Central Division.	Boys .	207	36,097	27,836	26,347	3,849	211,007	3,81,241	6,50,280	6,50,280	106	10,419	46,362	1,584	4	130
	Girls ...	99	9,856	14	...	241	1,89,784	226	1,90,308	1,90,308	57	4,225	25,961	150	2	298
	Total ...	306	49,553	27,850	26,347	4,090	4,00,791	3,81,510	8,40,588	8,40,588	163	14,644	72,323	1,734	6	428

Towns		Schools maintained by the Municipality on the Government Grants. Number of Schools.	Number of Pupils.	Receipts. Fees.	Local Fund Grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Non-Municipal Schools. Aided Schools. Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.	Recognised Schools. Number of Schools.	Number of Pupils.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Northern Division.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.		
Ahmedabad.		57	3,548					98,131		2,14,893						
Ahmedabad	Boys	43	2,740	8,062	726	37	72,825	76,213	1,58,763	1,58,763	9	988	3,045	...	1	253
	Girls	14	788	...	207	11	33,094	21,918	55,130	55,130	12	1,991	9,209	2,506	...	...
Prántij	Boys	2	266	255	422	2	1,991	1,837	4,517	4,517	1	123	492	...	...	...
	Girls	1	123	...	123	2	750	591	1,466	1,466	...	...	...	...	...	...
Modasa	Boys	2	566	519	337	...	3,441	5,132	9,429	9,429	...	...	...	...	...	...
	Girls	1	126	...	63	...	763	1,028	1,871	1,871	2	145	292	20	...	...
Dholka	Boys	4	586	455	10	30	4,240	3,677	8,412	8,412	1	93	117	...	1	119
	Girls	1	182	...	...	12	970	851	1,833	1,833	...	...	...	...	...	...
Sánand	Boys	2	380	331	223	77	1,366	1,852	3,849	3,849	...	...	...	...	...	...
	Girls	1	126	...	117	75	920	973	2,085	2,085	...	...	...	...	...	...
Viramgám	Boys	6	1,044	891	256	158	5,911	10,132	17,348	17,348	...	...	...	...	...	...
	Girls	2	315	...	79	...	2,200	3,018	5,305	5,305	...	...	...	...	...	...
Dhandhuka	Boys	2	461	260	572	5	3,240	3,582	7,663	7,668	1	20	42	...	...	...
	Girls	1	137	...	163	2	947	1,218	2,130	2,130	...	...	...	...	...	...
Rápur	Boys	3	369	354	189	...	2,216	1,715	4,474	4,474	1	40	54	...	...	...
	Girls	1	214	...	125	...	1,986	1,148	3,254	3,254	...	...	...	...	...	...
Dholera	Boys	2	277	170	4	...	1,708	1,731	3,613	3,613	...	...	...	...	...	...
	Girls	1	127	...	1	...	801	973	1,775	1,775	...	...	...	...	...	...
Gogha	Boys	1	175	115	155	2	682	1,012	1,966	1,966	1	55	260	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	1	61	295	...	...	...
Ahmedabad Camp.	Boys	1	40	...	...	74	...	774	848	848	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Deesa Camp.	Boys	1	200	203	...	622	...	996	1,821	1,821	2	124	380	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	2	113	389	...	...	...
Total	Boys	69	7,114	12,534	2,894	1,007	97,620	1,08,653	2,22,708	2,22,708	16	1,393	4,491	...	2	372
	Girls	23	2,104	...	883	102	42,642	31,523	75,150	75,150	17	2,310	10,179	2,586	...	...
Kaira.																
Kapadvanj	Boys	3	519	394	3	40	2,873	3,336	6,646	6,646	10	646	1,458	50	...	...
	Girls	2	406	...	...	30	2,072	3,098	5,836	5,836	1	124	418	...	...	...
Nadiád	Boys	7	254	40	16	51	2,943	...	3,050	3,050	7	363	1,035	...	...	...
	Girls	4	100	...	...	16	1,343	...	1,358	1,358	...	...	...	...	...	...
Dákore	Boys	4	568	...	47	4	3,538	4,700	8,289	8,289	1	61	79	70	...	...
	Girls	1	224	...	...	...	1,317	1,602	2,919	2,919	...	...	...	...	...	...
Mehmedabad.	Boys	2	278	8	345	41	1,539	2,155	4,088	4,088	...	...	...	...	...	...
	Girls	1	139	...	...	...	947	1,078	2,025	2,025	1	83	262	108	...	...
Mahudha	Boys	2	414	263	48	...	1,737	3,482	5,530	5,530	2	99	212	...	...	...
	Girls	1	129	1	...	...	808	752	1,561	1,561	...	...	...	...	...	...
Kaira	Boys	3	335	295	330	7	2,971	3,869	6,472	6,472	3	210	285	...	...	...
	Girls	1	131	...	88	...	1,283	1,000	2,371	2,371	...	...	...	...	...	...
Umreth	Boys	5	856	757	219	50	7,677	4,912	13,651	13,651	2	116	166	...	...	...
	Girls	2	307	...	...	37	3,257	1,757	4,051	4,051	...	...	...	...	...	...
Anand	Boys	5	526	247	100	6	5,077	2,825	8,248	8,248	3	195	1,078	...	...	...
	Girls	1	144	...	66	...	1,473	800	2,339	2,339	1	124	720	...	...	...
Borsad	Boys	4	382	271	300	22	1,623	4,114	6,330	6,330	2	117	483	...	...	...
	Girls	2	160	...	70	4	556	1,257	1,887	1,887	2	173	1,089	...	...	...
Total	Boys	33	4,332	2,208	1,438	227	29,978	28,293	62,204	62,204	30	1,801	4,796	120	...	...
	Girls	15	1,760	1	224	92	12,684	11,346	24,347	24,347	5	504	2,489	108	...	...
Panch Mahals.																
Godhra	Boys	5	1,180	...	381	6	8,938	7,401	16,751	16,751	3	199	628	...	...	...
	Girls	3	443	...	119	4	2,690	2,860	5,179	5,179	10	623	932	...	...	...
Dohad	Boys	4	648	389	357	133	4,701	5,470	11,310	11,310	2	348	292	...	...	...
	Girls	2	316	...	170	...	1,477	2,223	3,870	3,870	...	...	...	...	...	...
Total	Boys	9	1,828	389	738	139	13,724	12,871	28,061	28,061	5	538	920	...	...	...
	Girls	5	759	...	289	4	4,173	4,583	9,049	9,049	10	623	932	...	...	...
Broach.																
Broach	Boys	10	1,749	1,322	409	145	18,613	13,805	34,485	34,485	9	523	1,970	200	1	66
	Girls	8	978	134	100	74	9,213	7,887	17,408	17,408	3	218	1,250	50	...	...
Jambusar	Boys	3	345	193	428	1	1,642	4,707	6,971	6,971	...	...	...	...	...	...
	Girls	2	138	...	172	24	289	1,883	2,368	2,368	...	...	...	...	...	...
Ankleshwar	Boys	5	660	...	100	24	4,678	6,855	11,657	11,657	...	...	...	...	...	...
	Girls	2	241	...	55	24	1,963	2,005	4,060	4,060	1	130	614	...	...	...
Total	Boys	18	2,754	1,515	928	170	25,133	25,367	53,113	53,113	9	523	1,970	200	1	66
	Girls	12	1,352	134	327	122	11,165	12,278	24,136	24,136	4	348	1,873	50	...	...

Towns.		Schools maintained by the Municipality on the Government Grants.									Non-Municipal Schools.					
		Number of Schools.	Number of Pupils.	Receipts.						Expenditure of Schools.	Aided Schools.				Recognized Schools.	
				Fees.	Local Fund Grants under sect 4 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.	Number of Schools.	Number of Pupils.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Northern Division—*continued.*				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.		
Surat.																
Surat	Boys ...	38	1,524	...	200	973	70,085	30,561	1,02,419	1,02,410	10	878	3,470	536	2	229
	Girls ...	18	540	...	84	339	23,951	10,825	35,199	35,199	12	877	7,331	2,000	6	1,002
Bulsár	Boys ..	6	930	1,117	300	240	6,904	6,960	15,521	15,521	2	235	1,135	...	...	...
	Girls ..	2	409	...	73	26	3,047	2,278	5,426	5,426	1	107	503	...	...	...
Hánder	Boys ...	3	124	...	110	1	2,657	3,841	6,139	6,139	2	179	987	...	...	...
	Girls ...	1	33	...	33	...	760	1,162	1,986	1,986	1	52	547	...	...	...
Total	Boys ...	47	2,587	1,117	649	1,214	80,246	40,862	1,24,079	1,24,079	14	1,292	5,592	536	2	229
	Girls ...	21	982	...	194	365	27,788	14,264	42,611	42,611	14	1,036	8,381	2,000	6	1,002
Total, Northern Division.	Boys ...	180	18,615	18,023	6,628	2,757	2,46,701	2,16,146	4,90,205	4,90,205	74	5,547	17,749	886	5	667
	Girls ...	76	6,957	135	1,917	695	98,452	74,094	1,75,293	1,75,293	50	4,821	23,824	4,744	6	1,002
	Total ...	254	25,572	18,158	8,555	3,452	3,45,153	2,90,240	6,65,558	6,65,558	124	10,368	41,573	5,600	11	1,669
Southern Division.																
Dhárwár.																
Byádgi	Boys ...	3	615	...	227	...	6,188	4,885	11,300	11,300	...	...	...	...	...	...
	Girls ...	1	120	...	17	...	1,084	483	1,584	1,584	...	...	...	...	...	...
Dhárwár	Boys ...	11	1,888	...	...	233	17,184	14,107	31,524	31,524	6	324	1,284	125	...	...
	Girls ...	8	625	...	...	97	6,211	6,305	12,613	12,613	...	...	...	...	...	...
Gadag	Boys ...	9	1,538	1,904	603	130	16,550	10,050	22,187	22,187	5	638	2,056	...	...	...
	Girls ...	3	693	...	...	...	...	7,389	7,389	7,389	1	46	250	...	...	...
Háveri	Boys ...	2	334	257	249	17	2,736	3,622	6,874	6,874	1	76	118	...	...	...
	Girls ..	1	135	...	...	...	900	...	900	900	...	...	...	...	...	...
Hubli	Boys ...	17	3,329	3,115	...	169	22,514	28,729	54,465	54,465	9	643	2,347	200	...	...
	Night ...	1	51	...	...	...	323	296	619	619	...	...	...	...	...	...
	Girls ...	8	1,504	...	...	...	12,784	11,009	23,793	23,793	2	130	300	...	...	...
Nargund	Boys ...	3	395	309	350	61	2,293	2,832	5,525	5,525	...	...	...	...	...	...
	Girls ...	1	79	...	...	...	501	614	1,115	1,115	...	...	...	...	...	...
Navalgund	Boys ...	2	313	157	387	16	2,520	2,398	5,318	5,318	...	...	...	...	...	...
	Girls ..	1	91	...	...	...	578	578	1,156	1,156	...	...	...	...	...	...
Ránebennur.	Boys ...	3	518	637	272	...	2,450	5,085	8,451	8,451	4	244	407	...	...	...
	Girls ...	2	192	...	...	...	2,115	...	2,115	...	...	...	...	...	...	...
Total	Boys ...	51	8,871	6,377	2,088	556	72,688	71,544	1,53,263	1,53,263	25	1,985	6,192	325	...	...
	Girls ...	25	3,480	...	17	97	24,173	26,378	50,665	50,665	3	176	550	...	...	...
Belgaum.																
Athani	Boys ..	3	410	22	448	...	218	4,656	5,345	5,345	3	415	870	...	...	...
	Girls ...	2	172	...	...	...	2,171	...	2,171	2,171	...	...	...	...	...	...
Belgaum	Boys ...	12	2,223	2,630	1,518	48	13,177	19,510	36,912	36,912	6	413	1,190	...	...	...
	Girls ...	6	759	...	...	...	9,062	...	9,062	9,062	4	277	1,811	...	...	...
Gokák	Boys ...	5	543	600	537	4	1,550	3,841	6,532	6,532	1	38	114	...	...	...
	Girls ...	1	151	...	...	...	1,530	...	1,530	1,530	...	...	...	...	...	...
Nipáni	Boys ...	6	881	744	387	...	8,002	5,323	14,356	14,356	2	69	144	...	...	...
	Girls ...	1	119	...	...	...	818	816	1,634	1,634	...	...	...	...	...	...
Savadatti	Boys ...	2	384	...	440	85	3,676	3,099	7,201	7,201	...	...	...	...	...	...
	Girls ...	1	170	...	...	...	...	1,510	1,510	1,510	...	...	...	...	...	...
Total	Boys ...	28	4,441	4,006	3,330	137	26,623	36,230	70,346	70,346	12	935	2,358	...	...	...
	Girls ...	11	1,371	...	...	...	13,581	2,326	15,907	15,907	4	277	1,811	...	...	...

Towns.		SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE GOVERNMENT GRANTS.									NON-MUNICIPAL SCHOOLS.					
				Receipts.							Aided Schools.				Recognised Schools.	
		Number of Schools.	Number of Pupils.	Fees.	Local Fund Grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.	Number of Schools.	Number of Pupils.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SOUTHERN DIVISION.—*continued.*				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.		
Bijápur.																
Bágalkot	Boys ..	6	1,004	822	19	1	6,306	9,713	16,864	16,864	1	81	85	...	...	...
	Girls ..	4	369	...	...	...	5,052	...	5,052	5,052	...	...	...	...	...	...
Bijápur	Boys ..	9	1,318	1,150	749	...	10,964	15,758	28,521	28,521	12	954	2,419	2,002	...	...
	Girls ..	6	481	...	...	...	12,285	...	12,285	12,285	1	49	229	...	...	...
Guledgud	Boys ..	3	784	...	290	...	4,369	5,145	9,804	9,804	2	200	610	55	...	...
	Girls ..	2	223	...	125	...	1,976	2,102	4,203	4,203	1	73	326	...	...	...
Ilkal	Boys ..	2	295	270	219	...	1,986	2,836	5,301	5,301	6	576	496	...	...	...
	Girls ..	1	110	21	60	...	749	750	1,580	1,580	...	...	...	...	...	...
Total	Boys ..	20	3,404	2,240	1,277	1	23,525	33,442	60,490	60,490	21	1,811	3,604	2,057	...	...
	Girls ..	13	1,174	21	185	...	20,062	2,852	23,120	23,120	2	122	555	...	...	...
Kánara.																
Bhatkal	Boys ..	2	243	150	33	1,200	2,836	2,614	6,853	6,853	...	...	...	...	...	...
	Girls ..	1	57	...	...	...	...	966	966	966	...	...	...	...	...	...
Haliyál	Boys ..	3	341	...	752	...	1,302	3,633	5,687	5,687	...	...	...	...	...	...
	Girls ..	1	57	...	...	...	741	...	741	741	...	...	...	...	...	...
Honávar	Boys ..	3	319	65	412	448	1,871	3,574	6,370	6,370	1	125	354	...	...	...
	Girls ..	1	83	...	...	...	1,163	...	1,163	1,163	...	...	...	...	...	...
Kárwár	Boys ..	5	719	448	686	56	8,394	7,472	12,056	12,056	3	179	431	...	...	...
	Girls ..	1	246	...	...	200	3,093	...	3,293	3,293	...	...	...	...	...	...
Kumta	Boys ..	7	654	320	136	2	5,440	4,746	10,644	10,644	...	...	...	...	...	...
	Girls ..	1	136	10	27	24	866	1,365	2,218	2,218	...	...	...	...	...	...
Sirsi	Boys ..	4	361	...	27	41	1,846	3,029	4,945	4,945	...	...	...	...	...	...
	Girls ..	2	160	...	...	...	924	1,152	2,076	2,076	...	...	...	...	...	...
Total	Boys ..	24	2,537	983	2,066	1,747	16,691	25,068	46,555	46,555	4	304	893	...	...	...
	Girls ..	7	689	10	27	224	7,781	2,517	10,559	10,559	...	...	...	...	...	...
Total, Southern Division.	Boys ..	123	19,253	13,611	8,761	2,451	1,39,527	1,06,304	3,30,654	3,30,654	62	5,065	12,859	2,382	...	...
	Girls ..	56	6,634	31	329	321	65,597	34,072	1,00,251	1,00,251	9	565	2,016	...	...	...
	Total ..	179	25,917	13,642	8,890	2,772	2,05,124	2,03,977*	4,33,905	4,30,905	71	5,630	15,775	2,382	...	...
SIND.																
Karáchi.																
Karáchi	Boys ..	20	2,841	3,701	500	...	42,747	50,918	97,879	97,879	54	5,421	29,429	13,500	...	...
	Girls ..	14	1,608	...	278	...	31,307	31,584	63,169	63,169	31	2,584	21,291	5,320	...	...
Tatta	Boys ..	3	261	364	198	58	3,017	3,176	6,843	6,843	3	77	217	...	...	...
	Girls ..	1	173	...	120	10	2,100	1,932	4,162	4,162	1	9	55	...	...	...
Kotri	Boys ..	3	279	183	24	1,202	3,990	4,790	10,192	10,192	1	15	71	...	...	...
	Girls ..	2	109	...	...	343	1,408	1,286	3,037	3,037	1	32	106	...	...	...
Manjhand	Boys ..	1	114	57	116	...	1,042	1,480	2,695	2,695	...	...	...	...	...	...
	Girls ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Keti Bandar.	Boys ..	1	94	...	...	...	1,913	1,127	3,040	3,040	...	...	...	...	...	...
	Girls ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	Boys ..	28	3,489	4,305	838	1,320	52,720	61,431	1,20,649	1,20,649	58	5,513	29,717	13,690	...	...
	Girls ..	17	1,884	...	398	353	34,815	34,802	70,308	70,308	33	2,625	21,452	5,320	...	...
Hyderabad.																
Hyderabad	Boys ..	10	916	353	213	...	16,011	15,149	31,723	31,723	21	2,618	16,047	2,650	...	...
	Girls ..	6	512	60	166	...	9,748	7,901	17,815	17,815	14	1,487	14,803	2,600	...	...
Tando Mahomed Khán.	Boys ..	1	108	61	...	...	1,516	2,285	3,861	3,861	2	61	373	24	...	...
	Girls ..	...	...	...	...	...	...	...	...	...	1	67	325	200	...	...
Tando Allahyár.	Boys ..	1	214	...	...	...	2,270	2,336	4,606	4,606	2	93	411	...	...	...
	Girls ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hála	Boys ..	1	225	147	...	...	1,858	2,181	4,186	4,186	1	58	402	...	...	...
	Girls ..	...	...	...	...	...	...	...	...	...	2	103	724	...	...	...
Matiari	Boys ..	...	155	9	...	37	1,159	1,812	3,105	3,105	1	26	...	...	...	...
	Girls ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kamper	Boys ..	1	213	222	600	216	3,376	1,843	6,257	6,257	1	51	382	...	...	...
	Girls ..	...	...	...	...	...	...	...	...	...	1	29	176	...	...	...
Total	Boys ..	15	1,831	871	813	254	26,196	23,605	53,800	53,800	28	2,907	17,615	2,675	...	...
	Girls ..	6	512	60	166	...	9,748	7,901	17,815	17,815	18	1,686	16,028	2,800	...	...

* The total provincial grant as per Government Resolution, Educational Department, No. 1010 of 21st February 1922 and 1059 of 2nd March 1922 comes to Rs. 2,00,885. The difference of Rs. 508 is on account of the refusal of the Gokak Municipality to receive Rs. 326+175 sanctioned for the revision of primary teachers' pay and to the less payment of Rs. 7 to the Sirsi Municipality.

Towns.		SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE GOVERNMENT GRANTS.									NON-MUNICIPAL SCHOOLS.					
				RECEIPTS.							Aided Schools.				Recognised Schools.	
		Number of Schools.	Number of Pupils.	Fees.	Local Fund Grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.	Expenditure of Schools.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.	Number of Schools.	Number of Pupils.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SIND—*continued.*				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.		
Nawábshá.																
Tando Adam.	Boys	2	297	...	...	1,905	1,690	2,855	5,820	5,820	3	382	746	300	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Shahdadpur.	Boys	1	717	...	...	507	3,073	2,059	5,639	5,639	1	41	268	45	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	Boys	3	514	...	...	1,812	4,733	4,914	11,459	11,459	4	423	1,014	345	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Thar and Párkar.																
Mirpurkhas.	Boys	1	156	104	300	518	1,415	1,822	3,959	3,959	1	35	167	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	1	63	601	...	...	...
Umarkot	Boys	1	147	...	210	99	1,098	2,059	3,376	3,376	1	87	799	500	...	...
	Girls	1	53	...	300	.	714	1,139	2,153	2,153	...	...	...	...	...	...
Total	Boys	2	303	104	510	547	2,513	3,861	7,335	7,335	2	122	966	500	...	...
	Girls	1	53	...	300	...	714	1,139	2,153	2,153	1	63	601	...	...	...
Sukkur.																
Sukkur	Boys	7	767	1	...	4	10,710	15,088	25,803	25,803	12	1,230	2,792	3,540	...	...
	Girls	2	136	...	...	...	3,058	3,174	6,232	6,232	7	579	3,305	1,920	...	...
Shikárpur	Boys	8	1,022	...	...	103	16,636	10,952	27,691	27,691	19	1,945	3,514	300	...	...
	Girls	6	1,201	...	...	63	10,484	7,877	18,421	18,421	3	229	700	...	...	...
Ghotki	Boys	1	108	93	300	11	1,835	1,867	4,110	4,110	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rohri	Boys	2	460	691	...	...	2,273	4,981	7,945	7,945	...	...	...	...	...	...
	Girls	2	203	...	...	2	1,608	1,768	3,278	3,278	...	...	...	...	...	...
Garhi Yásin	Boys	1	205	152	...	...	2,810	2,705	5,667	5,667	2	205	578	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	1	80	285	100	...	...
Total	Boys	19	2,562	937	300	118	34,268	35,593	71,216	71,216	33	3,370	8,184	3,840	...	...
	Girls	10	1,599	...	...	63	15,050	12,819	27,931	27,931	11	888	50	2,020	...	...
* er Sind Frontier.*																
Jacobabad	Boys	3	378	2	...	22	2,984	3,500	6,508	6,508	1	27	...	...	...	...
	Girls	2	166	...	...	...	1,509	1,580	3,089	3,089	...	...	...	...	...	...
Lárkána.																
Lárkána	Boys	4	705	205	720	..	8,840	8,976	17,941	17,941	7	386	290	175	...	...
	Girls	..	..	..	..	...	...	...	...		2	280	850	500	..	...
Kambar	Boys	1	157	...	95	...	2,208	3,203	5,506	5,506	...	...	..	...	..	...
	Girls	1	66	...	...	...	1,234	16	1,250	1,250	...	...	..	...	...	...
Ratodero	Boys	1	245	...	217	2	2,788	3,550	6,556	6,556	..	...	...	...	...	...
	Girls	1	91	...	...	11	870	486	1,367	1,367	...	...	60	...	...	...
Sehwan	Boys	1	188	238	...	..	1,378	1,928	3,544	3,544	1	40	372	..	...	...
	Girls	1	85	...	100	200	101	606	1,007	1,007	2	76	451	...	...	...
Shikárpur	Boys	1	236	129	...	...	2,319	2,199	4,647	4,647	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	Boys	8	1,531	572	1,032	2	16,733	19,865	38,204	38,204	8	426	662	175	...	...
	Girls	3	242	..	100	211	2,205	1,108	3,624	3,624	4	356	1,361	500	..	...
Total, Sind	Boys	78	10,508	6,827	3,473	4,075	a1,38,682	1,54,829	3,07,905	3,07,905	134	12,788	b5,856	c21,959	...	...
	Girls	39	4,456	60	904	625	b 63,784	59,340	1,24,723	1,24,723	67	5,618	43,792	d10,890	...	...
Total		117	14,964	6,887	4,397	4,701	2,02,466	2,14,178	4,32,629	4,32,629	201	18,406	1,00,530	32,159	...	...
Grand Total for the Presidency.	Boys	906	125,554	1,13,818	57,960	33,130	17,06,561	18,75,990	36,46,216	33,46,216	522	47,623	1,48,602	1,13,773	25	2,256
	Girls	402	42,649	14,312	4,669	11,796	8,25,458	3,30,793	11,86,930	11,86,930	235	20,676	1,01,964	59,172	13	1,673
	Total	1,308	168,203	1,28,127	62,629	44,926	25,32,019	17,06,745	45,33,146	45,33,146	757	68,299	2,51,566	1,72,945	38	3,929

a—Exclusive of Rs. 1,265 on account of Scholarships in Primary Schools.
b— Rs. 257 Do. do.
c & d—Includes Rs. 144 and Rs. 250 which were spent by Karachi Municipality on Indigenous Schools within Local Board area.

The list of Primary Schools for Girls will be found in Subsidiary Form Nos. 4 and 5 for British Districts and the figures contrast with those of the previous year as under:—

Division.	Managed by Government.				Managed by Local Boards.				Managed by Municipal Boards.			
	1920-1921.		1921-1922.		1920-1921.		1921-1922.		1920-1921.		1921-1922.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division—												
Bombay ...	...	...	...	...	...	...	...	...	78	8,906	89	10,331
Mofussil ...	...	...	...	...	89	4,299	91	4,334	44	4,424	43	4,385
Central Division ...	2	252	2	267	141	6,536	146	6,729	97	9,619	99	9,856
Northern Division...	4	316	3	296	185	12,325	184	11,893	75	10,010	76	6,997
Southern Division...	3	596	2	456	153	8,923	155	8,974	54	6,519	56	6,664
Sind ...	2	147	2	156	29	1,585	27	1,579	38	4,419	39	4,466
Aden ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	11	1,311	9	1,145	597	33,668	603	33,309	386	43,888	402	42,649

Division.	Aided by the Department or by Local Board or by Municipal Board.				Unaided.				Total.			
	1920-1921.		1921-1922.		1920-1921.		1921-1922.		1920-1921.		1921-1922.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division—												
Bombay ...	43	5,073	38	4,577	2	230	3	269	123	14,209	130	15,177
Mofussil ...	20	1,286	22	1,388	...	...	2	194	153	10,009	158	10,211
Central Division .	67	4,561	63	4,522	3	453	3	531	310	21,412	313	21,905
Northern Division...	61	5,699	59	5,551	9	867	6	1,002	334	29,217	328	25,609
Southern Division...	11	725	16	832	...	...	...	...	221	16,763	229	16,926
Sind ...	286	11,154	218	9,227	...	...	...	...	355	17,306	286	15,218
Aden ...	8	373	7	274	1	34	1	25	9	407	8	299
Total ...	496	28,871	423	26,371	15	1,584	15	1,981	1,505	109,322	1,452	105,405

Statement showing the number of Male and Female pupils in different standards of Primary Schools in the British Districts of the Bombay Presidency for 1921-22.

Management.	Number of Primary Schools on 31st March 1922.	Total number of pupils in Primary Schools.	Lower Primary Stage.											
			Infant.				Standard I.		Standard II.		Standard III.		Standard IV.	
			A		B									
			Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Bombay Division.														
Government	1	96	...	...	...	...	...	...	...	...	...	...	...	...
Local Board	1,597	83,606	15,417	3,938	6,350	1,783	14,399	2,301	12,703	1,671	9,280	997	6,266	387
Municipal	452	55,007 + 140	8,429	5,216	4,543	2,980	6,653	3,159	6,037	2,607	4,923	1,734	4,929	1,301
Aided	318	34,370 + 123	3,921	2,064	3,070	1,303	3,011	1,195	2,555	1,141	2,162	929	1,771	502
Unaided	35	1,913	364	171	175	111	195	124	198	91	227	60	124	49
Total ...	2,304	175,192 + 273	28,030	11,389	17,138	6,187	24,195	6,779	21,492	5,600	16,602	3,730	12,925	2,280
Central Division.														
Government	7	1,538	221	106	139	93	272	84	128	57	103	48	71	43
Local Board	2,804	165,511	32,002	8,720	18,549	3,019	34,138	2,219	21,857	2,210	16,309	1,166	11,724	906
Municipal	206	46,553	6,145	3,393	2,343	1,072	6,336	2,612	5,944	1,870	4,814	1,238	4,328	735
Aided	179	23,425	5,300	2,922	2,614	734	2,891	999	2,270	953	2,195	684	1,459	502
Unaided	32	1,330	205	151	162	69	145	79	97	51	56	41	37	20
Total ...	3,028	238,357	44,065	15,092	23,807	5,887	33,742	5,954	30,296	4,721	23,537	3,177	17,618	1,215
Northern Division.														
Government	9	941	93	63	77	53	129	51	93	46	78	32	73	32
Local Board	1,602	100,585	16,550	7,537	9,761	2,109	14,047	3,774	13,039	3,246	11,124	2,409	8,542	1,599
Municipal	254	25,872	3,727	2,894	1,705	657	2,505	1,137	2,294	966	2,532	660	2,263	447
Aided	303	18,605	4,809	2,801	1,473	928	1,688	955	1,217	981	883	749	702	537
Unaided	12	1,719	146	186	153	80	213	166	200	109	172	62	104	53
Total ...	2,180	153,222	24,701	13,483	13,169	4,317	18,582	6,083	17,447	5,348	14,790	3,912	11,783	2,668
Southern Division.														
Government	22	2,396	502	282	366	229	220	147	142	96	113	53	84	33
Local Board	1,635	100,588	16,677	6,775	10,328	2,779	15,002	2,942	13,179	2,135	10,124	1,240	8,931	627
Municipal	172	25,977	3,060	2,183	2,467	1,333	3,132	1,436	2,867	1,071	2,363	742	2,197	464
Aided	421	16,904	3,307	1,355	2,011	499	2,631	365	2,474	268	1,867	164	1,250	100
Unaided	1	21	1	1	8	...	3	1	3	...	3	...	1	...
Total ...	2,258	145,816	23,756	10,494	15,180	4,809	20,988	4,891	18,665	3,587	14,470	2,199	11,733	1,184
Sind Division.														
Government	4	447	22	37	82	38	58	28	44	16	43	17	30	12
Local Board	960	43,914	6,470	628	5,908	531	8,058	479	6,499	247	5,296	146	3,535	67
Municipal	117	14,964	1,582	1,611	2,534	1,380	1,942	734	1,619	482	1,349	327	1,119	122
Aided	1,141	44,316†	2,600	2,926	8,643	4,566	6,321	2,871	4,865	1,061	3,535	981	2,354	465
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2,122	103,543‡	11,674	5,174	17,267	6,515	16,340	4,112	13,027	2,378	10,144	1,361	7,137	676
Aden.														
Government	3	382	...	...	169	10	74	...	57	...	50	...	22	...
Local Board	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	28	1,065	107	47	332	61	160	32	135	25	56	13	60	9
Unaided	9	668	81	16	159	11	96	13	97	6	38	5	55	...
Total ...	40	2,115	188	63	667	82	330	45	288	31	174	20	137	9
Grand Total ...	12,622	798,506	132,934	55,695	87,133	27,628	114,107	27,856	101,201	21,662	79,717	14,410	61,371	8,628

* Shown in Secondary Stage in Table V. † Include 300 boys and 99 girls in Middle Stage. ‡ For this please see remarks made by Educational Inspectors, B. D. and Sind.

Management.	Lower Primary Stage—contd. Total of Lower Primary Stage.			Upper Primary Stage. Standard V.		Standard VI.		Standard VII.		Total of Upper Primary Stage.			Total (Lower and Upper Primary Stages.)		
	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Total.
Bombay Division.															
Government	...	...	...	17	...	11	...	8	...	36	...	36	36	...	36
Local Board	67,393	11,077	78,470	2,416	114	1,973	36	1,392	7	5,081	155	5,236	72,374	11,232	83,606
Municipal	35,395	16,987	52,382	1,047	418	502	119	447	42	2,196	579	2,775	37,491	17,566	55,057
Aided	16,461	7,415	23,876	312	283	182	93	17	5	511	383	894	16,972	7,798	24,770
Unaided	1,232	625	1,857	4	16	2	7	5	2	11	25	36	1,243	651	1,894
Total ...	120,300	35,906	156,206	3,996	829	1,970	257	1,860	56	7,835	1,142	8,977	128,135	37,047	165,182
Central Division.															
Government	935	428	1,363	38	29	29	5	70	4	137	38	175	1,072	466	1,538
Local Board	134,619	18,749	143,359	5,561	107	3,309	31	3,050	4	12,010	142	12,152	136,629	18,882	155,511
Municipal	29,910	10,821	40,731	2,270	247	1,566	84	1,551	1	5,420	332	5,752	35,400	11,153	46,553
Aided	16,729	6,235	22,964	160	126	104	42	34	5	298	163	461	17,027	6,398	23,425
Unaided	872	420	1,292	...	31	...	7	...	...	...	38	38	872	458	1,330
Total ...	173,065	36,644	209,709	8,029	530	5,101	169	4,805	14	17,935	713	18,648	191,000	37,357	228,357
Northern Division.															
Government	543	277	820	63	18	30	7	3	...	96	25	121	639	302	941
Local Board	73,063	21,138	94,221	5,115	693	3,832	294	2,427	1	11,374	990	12,364	84,437	22,128	106,565
Municipal	15,720	6,761	22,490	1,151	341	532	229	509	...	2,192	570	2,762	18,251	7,331	25,582
Aided	10,238	6,551	17,189	358	490	189	66	113	...	660	556	1,216	10,898	7,107	18,005
Unaided	989	660	1,649	15	23	20	12	...	...	35	35	70	1,024	695	1,719
Total ...	100,563	35,807	136,369	6,662	1,567	4,603	608	3,102	1	14,667	2,176	16,843	115,249	37,973	153,222
Southern Division.															
Government	1,449	840	2,289	37	15	19	5	41	...	77	20	97	1,526	860	2,386
Local Board	73,411	16,498	89,909	4,450	228	2,944	59	3,015	3	10,409	270	10,679	83,820	16,768	100,588
Municipal	15,595	7,177	22,772	1,120	244	611	49	571	...	2,302	293	2,595	18,447	7,470	25,917
Aided	13,749	2,613	16,362	350	11	121	...	24	...	495	11	506	14,244	2,624	16,868
Unaided	19	2	21	...	...	...	...	...	...	...	...	...	19	2	21
Total ...	104,714	27,145	131,859	6,017	498	3,695	93	3,651	3	13,283	594	13,877	118,077	27,739	145,816
Sind Division.															
Government	288	150	438	...	8	1	...	...	...	1	8	9	289	158	447
Local Board	36,656	5,098	39,154	2,586	35	1,601	11	1,527	...	5,714	46	5,760	41,770	5,144	46,914
Municipal	10,146	4,446	14,592	175	40	91	2	64	...	330	42	372	10,476	4,488	14,964
Aided	29,409	13,442	42,771	730	169	121	43	...	15	851	227	1,078	30,190	13,625	43,849
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	75,819	23,136	95,955	3,500	252	1,815	56	1,591	15	6,906	323	7,229	82,725	23,459	106,184
Aden.															
Government	372	10	382	...	...	...	...	...	...	...	...	...	372	10	382
Local Board	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	875	189	1,064	...	1	...	...	...	...	...	1	1	875	190	1,065
Unaided	526	51	577	30	...	...	...	...	...	30	...	30	556	51	607
Total ...	1,773	250	2,023	30	1	...	...	...	...	30	1	31	1,803	251	2,054*
Grand Total ...	576,233	155,887	732,120	28,254	3,677	17,484	1,173	15,018	89	60,756	4,959	65,665	636,989	160,836	797,815

* This figure is exclusive of 61 boys in Middle Stage.

STATEMENT SHOWING EXAMINATION RESULTS IN PRIMARY SCHOOLS IN THE BRITISH DISTRICTS OF EACH OF THE DIVISIONS IN THE BOMBAY PRESIDENCY FOR 1921-22.

Name of Division and Area.		Number of separate schools examined.	Number of pupils examined.	Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.	
				Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.
	Boys.																
Bombay Division.	In Local Board Area ...	1,586	58,302	18,129	9,379	12,801	6,748	7,022	4,637	4,861	2,590	1,917	1,137	904	571	620	300
	In Municipal Area — Mofussil ...	148	13,864	3,023	2,073	2,097	1,704	2,047	1,321	2,007	1,258	763	464	359	206	192	105
	In Municipal Area — Bombay ...	302	12,267	4,586	3,630	3,037	2,364	2,428	2,186	3,076	2,239	179	68	53	22	33	...
	Total ...	2,036	87,433	25,718	14,982	19,135	11,816	13,093	8,144	9,944	6,087	2,859	1,669	1,316	809	845	405
	Girls.																
	In Local Board Area ...	96	2,730	789	583	384	260	271	238	137	85	47	33	4	1	1	...
	In Municipal Area — Mofussil ...	28	3,399	877	624	792	447	403	345	308	203	122	90	53	46	8	4
	In Municipal Area — Bombay ...	115	7,715	3,301	1,960	1,527	1,203	1,419	881	935	654	218	119	98	56	17	8
	Total ...	239	13,844	4,967	2,967	3,003	2,100	2,283	1,462	1,380	940	387	242	155	103	26	12
	Total, Bombay Division ...	2,304	101,277	30,685	17,949	22,138	13,916	15,376	10,006	11,324	7,027	3,246	1,911	1,471	912	871	417
Central Division.	*Boys.*																
	In Local Board Area ...	2,836	118,064	39,981	16,184	18,441	10,975	13,850	8,303	9,650	5,621	4,686	2,702	2,734	1,523	1,781	952
	In Municipal Area ...	308	38,314	6,037	4,821	6,059	3,815	4,644	3,012	4,663	2,931	1,982	1,085	1,101	622	787	420
	Total ...	3,144	156,378	37,018	20,005	24,500	14,790	17,494	11,404	14,313	7,552	6,668	3,544	3,835	2,137	2,568	1,372
	Girls.																
	In Local Board Area ...	153	5,143	1,152	928	720	455	431	252	226	131	41	28	3	...	1	...
	In Municipal Area ...	128	10,961	1,957	1,259	1,498	904	1,008	649	616	379	234	142	48	36	...	...
	Total ...	281	16,093	3,109	2,188	2,223	1,449	1,440	901	842	510	275	170	51	36	1	...
	Total, Central Division ...	3,425	172,471	33,717	22,093	26,734	16,089	18,934	12,305	15,155	8,062	6,947	4,014	3,886	2,173	2,569	1,372
Northern Division.	*Boys.*																
	In Local Board Area ...	1,583	62,700	14,463	6,810	12,004	7,017	8,999	5,000	8,300	4,806	3,863	2,225	2,549	1,407	1,446	667
	In Municipal Area ...	254	10,546	3,144	1,262	3,100	1,772	3,309	1,885	3,797	2,344	1,516	895	1,337	682	457	324
	Total ...	1,837	109,206	17,626	10,072	15,709	8,790	12,313	6,885	12,106	6,650	5,379	2,912	3,886	1,980	1,903	1,191
	Girls.																
	In Local Board Area ...	189	8,098	1,823	1,071	1,297	711	667	400	850	478	479	264	207	122	...	...
	In Municipal Area ...	122	9,941	1,839	1,024	1,547	811	1,029	579	856	487	509	198	211	105	...	...
	Total ...	311	19,934	3,662	2,095	2,844	1,522	1,696	1,045	1,706	965	988	462	418	227	...	...
	Total, Northern Division ...	2,148	129,345	21,288	12,167	18,553	10,312	14,144	7,930	13,812	7,615	6,367	3,364	4,304	2,216	1,903	1,191
Southern Division.	*Boys.*																
	In Local Board Area ...	1,661	37,090	11,297	7,302	9,214	6,062	6,849	4,441	5,140	2,869	2,718	1,730	1,606	1,051	1,187	678
	In Municipal Area ...	231	10,773	2,011	2,155	2,511	1,704	1,988	1,437	1,878	1,198	765	509	359	215	221	139
	Total ...	1,892	47,779	13,308	9,357	11,725	7,846	8,837	5,878	7,018	4,061	3,483	2,239	1,965	1,266	1,408	747
	Girls.																
	In Local Board Area ...	139	7,992	1,240	818	896	556	615	354	231	140	91	57	10	7	...	...
	In Municipal Area ...	61	2,941	1,065	796	822	616	519	342	331	205	155	98	35	17	...	...
	Total ...	200	8,933	2,305	1,614	1,718	1,001	1,028	676	562	375	246	155	45	24	...	...
	Total, Southern Division ...	1,992	54,912	15,622	10,901	13,443	8,899	9,865	6,544	7,625	4,436	3,729	2,414	2,010	1,279	1,408	747
Sind ...	*Boys.*																
	In Local Board Area ...	1,130	32,400	9,048	7,314	6,790	5,773	4,755	4,031	3,612	3,783	2,002	1,610	1,196	988	841	468
	In Municipal Area ...	132	9,464	2,953	2,037	2,315	1,910	1,859	1,482	1,479	1,179	140	112	83	69	19	17
	Total ...	1,262	41,864	12,001	9,671	9,005	7,683	6,614	5,513	4,991	3,962	2,151	1,722	1,279	1,057	860	485
	Girls.																
	In Local Board Area ...	97	1,302	548	369	203	117	165	113	70	42	20	18	10	8	...	...
	In Municipal Area ...	65	4,410	1,289	1,028	900	701	617	515	276	206	89	74	30	30	11	8
	Total ...	162	5,712	1,837	1,415	1,103	818	782	628	346	257	109	92	40	38	11	8
	Total, Sind ...	1,424	47,576	13,838	11,086	10,288	8,501	7,396	6,141	5,331	4,219	2,260	1,814	1,319	1,095	871	493
	GRAND TOTAL ...	11,313	498,311	139,997	78,826	92,189	57,396	66,754	42,846	53,247	31,754	22,449	12,538	12,906	7,667	7,522	4,193

The table given below shows the number and average pay of all the full-time teachers in Local Board and Municipal Board Primary Schools in the British Districts of each Division of the Bombay Presidency during the official year 1921-22.

Name of Division.			Number of trained Head Masters and Mistresses.	Number of untrained Head Masters and Mistresses.	Number of trained Assistants and Mistresses.	Number of untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Number of untrained and unpassed Assistants and Mistresses.	Average pay of trained Head Masters and Mistresses.	Average pay of untrained Head Masters and Mistresses.	Average pay of trained Assistants and Mistresses.	Average pay of untrained Assistants and Mistresses who have passed Vernacular Final Examination.	Average pay of untrained and unpassed Assistants and Mistresses.
	Male Teachers.							Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Bombay Division.	Local Board ...		482	1,078	515	634	206	42 4 2	28 0 8	34 9 7	25 0 0	20 0 0
	Municipal.	Mofussil.	84	42	207	265	76	45 9 4	24 13 8	32 5 11	25 0 0	20 0 0
		Bombay.	114	29	417	305	170	77 0 0	57 0 0	48 0 0	39 0 0	37 0 0
Central Division.	Local Board ...		1,043	1,554	1,182	1,337	109	40 12 4	30 0 0	34 14 5	25 0 0	20 0 0
	Municipal ...		181	52	604	593	94	41 14 4	25 7 5	32 11 7	23 6 1	19 2 3
Northern Division.	Local Board ...		1,167	268	1,010	1,062	74	41 11 4	29 14 10	33 9 3	25 15 1	20 0 0
	Municipal ...		163	17	305	336	53	44 3 2	27 11 4	32 13 6	21 15 9	19 9 4
Southern Division ...	Local Board ...		1,305	263	1,340	271	46	45 9 0	29 11 0	36 5 0	26 0 0	20 0 0
	Municipal ...		113	26	288	245	64	49 0 0	26 0 0	34 1 0	24 3 0	19 12 0
Sind ...	Local Board ...		643	191	484	681	14	45 7 11	30 2 9	36 5 11	25 0 4	20 0 0
	Municipal ...		65	5	227	114	22	56 10 7	30 0 0	37 4 4	23 9 8	20 3 8
Total ...	Local Board ..		4,640	3,454	4,540	3,985	449	43 2 9	29 5 11	35 2 4	25 4 1	20 0 0
	Municipal ...		720	171	2,138	1,858	479	41 9 3	31 1 7	36 5 8	26 0 1	25 11 10
	Female Teachers.											
Bombay Division.	Local Board ..		26	6	5	6	18	42 6 9	34 2 8	30 0 0	25 0 0	20 0 0
	Municipal.	Mofussil.	24	7	17	9	33	42 14 0	20 11 5	35 7 6	25 0 0	20 0 0
		Bombay.	70	19	197	37	159	69 0 0	43 0 0	46 0 0	37 0 0	37 0 0
Central Division.	Local Board ..		43	15	16	19	20	44 3 8	30 0 0	32 10 0	25 0 0	20 0 0
	Municipal ...		53	9	51	66	57	40 3 1	26 10 6	31 4 8	25 0 0	19 12 8
Northern Division.	Local Board ...		167	...	93	35	39	37 15 2	...	34 15 4	25 0 0	25 0 0
	Municipal ...		68	2	91	32	58	41 7 6	27 8 0	33 3 10	24 4 0	23 14 4
Southern Division.	Local Board ...		59	8	29	36	17	42 13 0	28 12 0	34 3 0	25 0 0	20 0 0
	Municipal ...		38	2	40	49	57	42 2 0	27 8 0	34 2 0	24 8 0	19 14 0
Sind ...	Local Board ...		20	5	11	13	19	44 0 0	26 0 0	33 2 11	25 0 0	20 0 0
	Municipal ...		36	2	76	13	49	43 7 9	25 0 0	37 0 2	24 8 7	19 8 6
Total ...	Local Board ..		315	34	154	89	113	40 7 6	29 13 8	34 5 10	25 0 0	21 12 2
	Municipal ...		289	41	472	206	413	48 10 2	33 3 6	39 1 11	26 14 3	26 15 10

The Stock Account of the Central Government Book Depôt in Sind and its Branches for the year 1921-22 is as under :—

Receipts.	Amount.			Disbursements.	Amount.		
	Rs.	a.	p.		Rs.	a.	p.
Stock in hand at cost price on 1st April 1921 ...	40,740	11	4	Stock sold at cost price during the year ...	23,238	2	3
Stock received at cost price during the year ...	37,856	7	6	Stock struck off at cost price during the year ...	727	0	2
				Balance in hand on 31st March 1922	54,637	0	5
Total ...	78,597	2	10	Total ...	78,597	2	10

The Cash Account of the Sind Book Depôt for the year 1921-22 is as under :—

Receipts.	Amount.			Disbursements.	Amount.		
	Rs.	a.	p.		Rs.	a.	p.
Opening Balance on 1st April 1921	12,526	4	4	Salaries	5,065	7	2
Sale-proceeds at selling price	30,873	7	6	Travelling Allowance ...	483	5	6
Miscellaneous receipts ...	681	8	5	Audit charges	....	.	
				Printing and Binding charges.	13,178	5	2
				Purchase of Books ...	23,038	8	11
				Discount	891	3	7
				Commission	1,008	15	3
				Packing	508	13	0
				Conveyance	1,096	4	0
				Postage	182	14	0
				Rents, Rates and Taxes ...	121	15	0
To Closing Balance ...	1,627	8	5	Office Miscellaneous Expenses.	183	1	1
Total ...	45,708	12	8	Total ...	45,708	12	8

SUBSIDIARY FORM No. I.

Statistical Return of Colleges in the British Districts of the Bombay Presidency for the Official Year 1921-1922.

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Reading for first Arts Examination or corresponding Examination.	Reading for Degrees.	Total.	Average Monthly Number.	Average Daily Attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Education each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	ARTS COLLEGES.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	Government.															
Bombay ...	Elphinstone College ...	1	130	198	328	327	297	85,925	...	...	38,670	...	6,176	1,30,771	399	262
Poona ...	Deccan College ...	1	77	178	255	249	195	1,13,335	...	...	16,960	105	27	1,32,427	532	455
Ahmedabad ...	Gujarati College ...	1	232	173	405	409	346	1,17,014	...	...	35,727	...	...	1,52,741	373	286
Dhárwár ...	Karnatak College, Dharwar ...	1	104	206	290	289	315	40,598	...	...	31,292	8,066	117	80,073	206	104
	Total ...	4	543	835	1,378	1,374	1,122	3,56,872	...	...	1,24,649	8,171	6,320	4,96,012	361	259
	Aided.															
Bombay ...	Wilson College ...	1	258	263	521	530	461	40,876	...	...	60,420	...	62,501	1,64,803	317	78
Do. ...	St. Xavier's College ...	1	232	833	1,065	964	969	49,669	...	...	1,14,000	...	76,891	2,40,560	244	50
Poona ...	Fergusson College ...	1	246	742	988	985	906	28,000	...	...	87,825	961	8,172	1,24,978	127	28
Do. ...	The New Poona College .	1	65	306	371	365	335	13,523	...	...	27,261	...	19,677	60,461	166	37
Surat ...	M. T. B. Arts College ...	1	30	128	158	161	130	6,867	...	...	13,033	...	27,618	46,918	303	55
Karachi ...	Dayarim Jethmal Sind College ...	1	56	291	347	258	258	23,196	6,250	9,975	25,485	8,604	40,082	1,13,592	440	90
	Total ...	6	888	2,563	3,451	3,273	3,059	1,64,151	6,250	9,975	3,27,730	9,565	2,35,431	7,93,122	230	50
	Total, Arts Colleges ...	10	1,431	3,398	4,829	4,647	4,181	5,21,023	6,250	9,975	4,52,379	17,736	2,41,751	12,49,134	299	112
	PROFESSIONAL COLLEGES.															
	Government.															
Bombay ...	Royal Institute of Science.	(1)	(24)	(23)	(47)	(46)	(42)	1,47,349	...	...	...	...	119	1,47,468	...	...
Do. ...	Government Law School.	1	740	...	740	600	525	5,684	...	...	70,075	1,880	78	86,349	224	193
Do. ...	Grant Medical College ...	1	407	754	1,161	1,160	1,100	1,39,006	...	...	2,17,002	7,846	8,082	3,61,936	317	118
Do. ...	College of Commerce ...	1	66	180	246	271	212	45,924	...	...	29,284	...	2,000	77,108	284	169
Do. ...	Secondary Teachers' College ...	1	32	...	32	32	32	46,108	...	...	...	...	744	46,852	1,464	1,403
Poona ...	College of Engineering ...	1	64	130	194	198	166	1,33,706	...	...	17,430	...	1,971	1,53,107	774	675
Do. ...	Agricultural College, Kirkee ...	1	174	26	200	205	188	1,21,187	...	...	7,392	192	...	1,29,371	631	591
Dhárwár ...	Bombay Forest College, Dhárwár ...	1	32	...	32	31	31	31,934	...	...	...	...	...	31,934	1,452	1,452
	Total, Professional Colleges ...	7 (1)	1,505 (24)	1,090 (23)	2,595 (47)	2,488 (46)	2,344 (42)	5,49,430	...	...	3,41,183	9,918	12,994	10,14,525	409	261
	Grand Total of Colleges—Arts and Professional ...	17 (1)	2,936 (24)	4,488 (23)	7,424 (47)	7,135 (46)	6,425 (42)	11,70,453	6,250	9,975	7,94,562	27,654	2,54,745	22,63,659	317	164

SUBSIDIARY FORM No. 2.

Statistical Return of High and Middle Schools (English) for Boys for the Official Year 1921-1922.

District.	Name or Class of Institutions.	Number of Institutions.	Numbers of Pupils on the Rolls on 31st March 1922. In High classes.	In Middle classes.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Amount of fixed grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.
	Anglo-Vernacular.																
	Government.																
Bombay ...	Elphinstone High School	1	737		737	698	584	39,531	...	...	40,439	...	6	79,976	105	40	.....
Thana ...	R. J. High School ...	1	350	107	457	318	298	15,941	...	...	10,497	...	...	26,380	82	49	.....
Nasik ...	Nasik High School ...	1	287	177	474	460	445	29,173	...	...	14,020	...	20	43,213	98	59	.....
Ratnagiri	Ratnagiri High School	1	290	...	290	243	204	30,037	...	...	7,644	...	...	38,181	115	84	.....
Poona ...	High School ...	1	...	...	...	...	...	18,141	...	...	7,167	...	1	25,308	...	...	.....
Do. ...	Anglo Urdu High School	1	90	83	173	155	130	21,421	...	...	2,809	...	...	24,230	157	138	.....
Satara ...	High School ...	1	249	137	386	366	336	31,997	...	...	10,726	...	5	42,728	99	71	.....
Sholapur ...	Northcote High School ...	1	299	235	534	505	452	22,338	...	...	14,175	195	18	36,726	72	44	.....
Belgaum ...	Gowindsardas Sundardas High School.	1	273	94	367	352	291	30,381	...	...	11,614	...	...	41,994	88	56	.....
Dhulia ...	Gavai High School	1	333	218	540	491	451	21,625	...	...	12,729	637	43	36,241	74	44	.....
Ahmedabad ...	R. C. High School, Ahmedabad.	1	451	...	451	418	368	18,620	...	...	16,369	...	33	35,102	83	42	.....
Kaira ...	Gorel, High School, Nadiad	1	245	107	352	317	259	18,129	...	...	12,125	...	...	30,254	95	52	.....
Panch Mahals	Telang High School, Godhra	1	211	143	354	299	283	13,361	...	...	8,459	...	...	21,821	73	45	.....
Broach ...	R. S. Dalal High School, Broach.	1	204	111	315	315	232	20,550	...	...	17,112	...	112	37,774	97	56	.....
Surat ...	Somalal J. J. High School, Surat.	1	313	...	313	271	231	18,662	...	...	16,478	...	...	29,137	108	69	.....
Dharwar ...	High School, Dharwar ...	1	487	148	635	620	600	28,926	...	...	20,431	...	691	49,998	73	43	.....
Do. ...	Anglo Urdu High School, Hubli.	2	93	63	93	69	60	2,967	...	...	1,768	...	...	4,735	66	39	.....
Belgaum ...	Sardars' High School, Belgaum.	1	341	149	490	490	392	34,881	...	...	13,984	...	418	39,783	79	53	.....
Bijapur ...	High School, Bijapur ...	1	80	91	423	359	311	24,489	...	...	12,381	...	330	37,195	101	68	.....
Karwar ...	High School, Karwar ...	1	406	...	406	321	271	16,279	...	...	10,297	...	44	26,616	92	55	.....
Karachi ...	N. J. High School, Karachi	1	578	571	749	759	719	34,362	...	...	20,705	...	...	55,127	72	45	.....
Hyderabad	High School, Hyderabad ...	1	167	126	293	298	252	16,836	...	...	4,796	...	...	21,632	92	60	.....
Sukkur ...	Do. Sukkur ...	1	199	110	319	287	218	21,450	...	...	3,000	...	...	27,666	110	94	.....
Larkana ...	Do. Larkana ...	1	138	140	278	280	262	20,540	...	...	7,139	...	...	28,676	98	72	.....
	Total ...	29	6,519	2,694	9,212	8,773	7,798	5,15,346	...	...	2,92,096	1,032	1,236	8,10,620	92	59	.....
	Municipal.																
Sholapur ...	Victoria Jubilee High School, Pandharpur.	1	171	122	293	241	214	4,455	...	...	8,566	...	...	13,021	46	18	.....
Ahmednagar...	Sir D. M. Petit High School, Sangamner.	1	115	131	246	266	227	2,841	...	283	4,911	...	670	8,705	31	11	.....
East Khandesh ...	D. S. High School, Bhusawal.	1	75	123	200	159	135	3,148	...	856	5,477	...	4,354	11,835	74	26	.....
Do. ...	High School, Raxaul ...	1	67	52	119	109	105	1,775	...	200	7,088	383	780	9,016	53	16	.....
Ahmedabad ...	Birla High School, Dhandhuka.	1	62	66	128	130	105	2,475	...	...	2,016	...	2,631	9,026	68	21	.....
Kaira ...	Edward Memorial High School, Kaira.	1	80	82	162	161	101	2,630	...	548	5,071	645	18	8,860	85	18	.....
Do. ...	Municipal High School, Kapadwanj.	1	74	136	210	185	161	3,806	...	132	4,112	97	130	8,066	41	18	.....
Broach ...	Municipal High School, Ankleshwar.	1	93	85	178	173	150	3,688	...	1,366	3,258	177	...	10,464	64	21	.....
Dharwar ...	Lamington High School, Hubli.	1	213	279	492	453	357	5,507	...	1,184	19,513	...	7	17,520	40	13	.....
Do. ...	Municipal High School, Gadag.	1	237	212	449	356	261	4,101	...	66	8,183	...	...	12,302	40	12	.....
Sukkur ...	High School, Sukkur ...	1	131	73	204	212	180	5,864	...	3,375	4,736	224	19	23,207	105	40	.....
	Total ...	11	1,318	1,983	2,901	2,421	2,002	43,645	...	13,216	57,950	1,526	8,627	1,39,030	52	18	.....
	Aided (Recognized).																
	European and Anglo-Indian.																
Bombay ...	Cathedral Boys' High School Fort.	1	35	148	173	182	174	17,676	...	...	23,425	12,921	4,142	57,656	316	57	.....
	St. Marys' High School, Mazagon.	1	56	277	333	327	320	16,884	...	...	14,518	...	3,851	35,253	94	44	.....
	D. Education Society's Boys' High School, Byculla.	1	26	251	279	278	234	11,606	...	...	23,000	7,797	9,498	62,055	223	77	.....
	J. C. High School, Fort.	1	27	79	106	99	71	11,826	...	...	10,674	...	7,359	30,859	301	119	.....
	Scottish Orphanage, Mahim.	1	...	52	52	52	47	7,614	...	...	1,020	...	7,969	16,603	314	143	.....
	St. Peter's High School, Mazagon.	1	8	46	54	57	49	6,180	...	...	3,819	2,600	8,006	20,604	253	71	.....
Poona ...	Bishop's High School, Poona	1	16	80	96	96	83	9,262	...	...	8,979	...	14	18,254	191	97	.....
Satara ...	Boys' High School, Panchgani.	1	17	83	100	91	85	11,573	...	...	13,171	...	8,495	36,160	393	123	.....
Karachi ...	Grammar School, Karachi.	1	6	140	146	151	131	12,844	...	500	9,741	...	5,244	28,318	185	81	.....
Mount Abu ...	Abu High School, Mt. Abu.	1	9	96	105	85	75	12,800	...	...	4,912	...	...	17,712	201	101	.....
	Total ...	10	195	1,224	1,419	1,466	1,276	1,27,879	...	500	1,16,156	21,868	55,740	3,22,153	219	87	.....
	English-teaching.																
Bombay ...	St. Xavier's High School, Bombay.	1	115	945	1,060	1,010	990	20,007	...	...	56,421	...	5,350	61,921	80	19	.....
	Antonio Dadiba's High School, Dhiar.	1	40	497	537	549	455	9,970	...	...	19,068	3,170	...	28,102	51	12	.....
	Antonio D'Souza's High School, Byculla.	1	14	393	407	379	281	8,900	...	...	17,671	12	7,204	33,854	90	24	.....
Thana ...	St. Andrew's High School, Bassein.	1	24	416	440	429	394	5,700	...	...	12,776	...	5,662	24,138	57	12	.....
Poona ...	St. Vincent's High School, Poona.	1	43	293	336	336	305	8,119	...	...	18,096	...	8,337	35,546	79	24	.....
Belgaum ...	St. Paul's High School, Belgaum.	1	29	308	337	335	297	5,053	...	...	9,568	...	3,090	18,808	57	17	.....
Karachi ...	St. Patrick's High School, Karachi.	1	52	371	423	436	394	8,747	...	1,000	14,218	370	4,060	28,403	65	20	.....
	Total ...	7	319	3,223	3,540	3,467	3,118	66,953	...	1,000	1,48,463	3,577	19,003	2,41,872	70	18	.....

SUBSIDIARY FORM No. 2—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Award or fixed grant for the Year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	HIGH SCHOOLS—*contd.* ANGLO-(RECOGNISED) *contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.
	Anglo-Vernacular.																
	Jamsetjee Jejeebhoy High School, Mazagon	1	30	91	121	125	128	3,500	...	...	2,108	2,853	5,059	13,461	105	27	.....
	Wilson High School, Girgaon	1	217	250	467	395	404	15,782	...	...	20,202	...	15,459	35,661	101	31	.....
	Robert Money Institution, Girgaon	1	139	154	293	337	304	8,201	...	174	10,757	...	8,016	27,920	92	34	.....
	Chikhalwadi Sunsha High School, Girgaon	1	134	204	338	345	278	9,866	...	...	8,845	...	582	13,313	48	11	.....
	Bradley Night High School, Marathi	1	41	26	79	94	57	1,120	...	...	2,662	...	1,615	5,397	59	12	.....
	Marathi High School, Girgaon	1	157	121	278	285	227	8,120	...	...	9,603	...	1,040	18,763	55	18	.....
	Anjuman-i-Islam High School, Esplanade	1	90	103	193	191	148	7,675	...	...	2,300	3,204	6,570*	20,136	106	40	.....
	Byramji Jijibhoy Pirai Charitable Institution, Queen's Road	1	122	126	248	242	206	6,500	...	...	524	15,371	542	22,937	94	26	.....
Bombay ...	Sir J. J. Pirai Benevolent Institution, Fort	1	98	102	198	216	180	6,430	...	...	205	14,495	4,005	25,202	116	20	.....
	Esplanade High School, Horsby Road	1	337	316	653	673	570	16,207	...	...	41,106	...	3,077	60,440	89	24	.....
	Fort and Proprietary High School	1	141	107	248	260	178	3,564	...	...	14,724	240	2,102	21,530	78	13	.....
	New Bombay High School	1	61	62	123	156	103	2,331	...	...	6,521	...	472	9,320	70	17	.....
	Gokuldas Tejpal High School, Grant Road	1	192	135	327	361	312	6,415	...	...	10,864	3,956	7,247	31,482	96	18	.....
	Proprietary and Fort High School, Girgaon Tank Road	1	149	173	322	376	243	3,788	...	...	14,695	...	148	18,631	60	11	.....
	General Education Institute, Dadar	1	388	359	747	700	587	6,810	...	...	19,619	...	1,685	28,124	45	9	.....
	King George English School, Dadar	1	280	283	563	676	541	6,384	...	...	18,438	...	9,379	29,701	48	10	.....
	American Mission High School, Byculla	1	95	102	197	106	82	3,302	...	...	1,804	...	7,896	12,482	117	22	.....
	N. M. Wadia Parsi School, Nagpada	1	67	51	118	117	101	2,430	...	...	2,650	1,884	3,879	10,843	93	23	.....
Thana ...	K. D. English School, Chinchpokli	1	109	79	182	169	146	2,471	...	...	4,746	3,993	2,275	13,551	80	14	.....
	New High School, Bassein	1	62	116	178	187	133	2,810	...	1,000	4,886	...	980	9,335	49	18	.....
	United English School, Chikhla	1	107	69	167	161	130	2,035	...	...	3,924	...	2,519	8,478	52	12	.....
	S. P. G. Mission High School, Depoli	1	82	64	146	147	132	2,377	...	...	4,090	...	2,190	9,657	67	20	.....
Ratnagiri ...	Private High School, Rajapur	1	129	119	120	235	209	3,941	...	...	5,883	...	3,788	13,012	55	16	.....
	A. P. Mission High School, Vengurla	1	51	45	96	85	66	3,189	...	...	1,106	...	3,259	13,554	151	37	.....
	A. S. Desai High School Malvan	1	152	49	242	256	220	6,429	...	...	5,500	3,000	7,768	22,167	86	21	.....
Nasik ...	C. M. Society's St. George's High School, Nasik	1	86	88	184	195	115	2,549	...	...	3,127	...	4,013	9,739	65	18	.....
	Zoroastrian Boarding School, Deolali	1	63	53	116	111	103	3,322	...	...	5,023	...	3,619	12,563	112	20	.....
	John Elphinstone High School, Abhoy	1	182	134	316	299	256	4,359	...	...	5,629	...	2,895	13,332	46	14	.....
	K. E. Society's High School, Mahad	1	83	63	131	128	107	1,946	...	100	4,041	...	825	6,912	54	15	.....
Kolaba	Private High School, Pen	1	71	51	122	156	135	2,050	...	11	3,700	...	995	6,756	43	13	.....
	K. E. Society's High School, Roha	1	79	48	118	126	99	1,641	...	75	3,795	181	1,376	6,927	51	13	.....
	K. E. Society's High School, Panvel	1	46	62	108	129	111	1,868	...	500	3,192	...	1,025	6,310	51	13	.....
	New English School, Poona	1	1,017	618	1,635	1,446	1,352	20,910	...	...	40,531	...	...	61,441	41	14	.....
	Nutan Marathi Vidyalaya High School, Poona	1	667	933	1,570	1,561	1,460	21,771	...	...	41,372	...	...	62,103	40	13	.....
	Poona Native Institution Poona	1	343	257	600	554	498	8,204	...	...	12,020	...	7,015	27,239	53	16	.....
Poona ...	Sardar Dattar Hoshang Boys' High School, Poona	1	41	48	89	88	79	2,433	...	...	3,599	1,941	2,890	10,862	123	32	.....
	Camp E. Society's High School, Poona	1	66	84	150	67	65	1,500	...	...	1,429	3,766	...	6,694	104	27	.....
	Shree Shivaji Maratha High School, Poona	1	95	105	200	196	165	4,043	...	...	3,149	...	6,751	13,963	71	21	.....
	Poona Night High School	1	52	18	70	66	41	510	...	...	1,476	...	4,072	6,058	92	8	.....
	P. E. High School, Junnar	1	60	93	173	167	141	2,212	...	300	4,021	...	596	7,130	43	14	.....
	Poona Native Institution A. V. School, Baramati	1	12	68	129	130	100	1,964	...	2,000	2,979	...	2,054	9,199	71	18	.....
Satara ...	New English School, Satara	1	212	263	375	349	308	8,336	...	...	14,074	...	3,194	24,604	43	16	.....
Sholapur ...	Dewan High School, Wai	1	161	112	273	236	207	3,399	...	180	7,246	128	...	11,953	51	17	.....
	H. D. High School, Sholapur	1	217	316	533	477	415	6,602	...	...	13,139	...	2,137	21,878	47	14	.....
Ahmednagar	Education Society's High School, Ahmednagar	1	265	...	265	318	257	6,158	...	...	8,567	...	...	17,725	43	16	.....
	American Mission High School, Ahmednagar	1	140	230	370	348	272	6,576	...	...	4,009	...	10,893	21,857	63	19	.....
	S. P. G. Mission High School, Ahmednagar	1	53	77	112	114	103	2,816	...	...	288	...	5,804	8,908	77	23	.....
West Khandesh.	City High School, Dhulia	1	135	148	303	273	261	2,163	...	1,200	6,313	...	...	9,776	42	10	.....
	Tutorial High School, Ahmedabad	1	282	136	418	408	337	10,553	...	...	14,790	...	...	25,343	62	26	.....
	Native Institution, Ahmedabad	1	...	...	...	...	...	4,406	...	...	...	...	...	4,406	...	...	.....
Ahmedabad.	J. L. New English School, Ahmedabad	1	136	166	266	316	296	6,650	...	...	9,195	...	4,732	20,577	66	21	.....
	M. J. High School, Viramgam	1	76	141	217	214	179	4,419	...	1,600	3,806	2,320	2,769	15,173	71	21	.....
	City H. Schl., Ahmedabad	1	309	222	521	537	451	5,156	...	...	18,040	402	199	23,885	44	9	.....

* Includes Rs. 5,00 from Native States.

SUBSIDIARY FORM No. 2—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1921. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Amount or fixed grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	HIGH SCHOOLS—*concld.*																
	AIDED (RECOGNIZED)—*concld.*																
	Anglo-Vernacular—concld.																
Kaira ...	Jubilee Institution, Unreth.	1	186	222	408	337	314	3,050	...	...	9,217	...	...	12,267	35	12	.....
	New English School, Nadiad	1	106	44	152	136	141	9,000	...	...	2,466	...	60	12,514	84	61	.....
	Sarathan English School, Dakore.	1	73	130	203	214	194	2,344	...	450	1,184	1,200	2,000	7,178	39	13	.....
Broach ...	Union High School, Broach.	1	214	173	387	427	405	6,199	...	...	10,720	180	...	16,079	37	12	.....
	I. E. Mission High School, Surat.	1	198	132	330	292	248	5,731	...	...	8,161	...	3,926	17,818	61	19	.....
	Tulsidas Tapidas Vanjdas Sarvajanik High School.	1	300	308	608	573	509	10,779	...	...	14,108	780	11,685	37,118	65	19	.....
Surat ...	Union High School, Surat...	1	438	291	729	753	606	11,559	...	...	27,688	...	324	39,571	49	15	.....
	Bai Avabai High School, Bulsar.	1	312	...	312	308	276	4,816	...	...	11,054	...	26	15,896	52	19	.....
	Anglo-Vernacular School, Pardi.	1	74	87	161	139	116	2,450	...	...	2,675	...	2,495	7,607	55	16	.....
Baroda Camp.	M. E. Mission Boys' High School, Baroda Camp.	1	43	96	141	123	110	500	...	...	446	6,383	...	9,329	76	4	.....
	Karnataka High School, Dharwar.	1	398	71	469	424	337	4,997	...	...	7,710	...	2,742	15,449	36	19	.....
Dharwar ...	K. E. Mission High School, Dharwar.	1	124	42	166	162	150	3,643	...	...	3,003	...	6,372	13,018	80	23	.....
	K. E. Mission High School, Hubli.	1	31	48	79	192	114	7,470	...	...	2,727	...	5,431	10,675	77	16	.....
	New English School, Hubli	1	174	107	281	238	193	3,569	...	150	6,530	...	980	11,163	47	15	.....
	Boyson Smith High School, Belgaum.	1	255	260	517	507	458	7,464	...	...	11,447	...	3,544	22,475	44	15	.....
Belgaum ...	Gilgandi Arts High School, Belgaum.	1	187	129	316	281	240	3,560	...	...	6,515	...	2,900	13,000	46	13	.....
Bijapur ...	Pendarangrao Desai High School, Bijapur.	1	153	113	266	237	188	2,916	...	300	4,541	...	2,215	9,970	42	12	.....
Kanara ...	Gibb High School, Kumta	1	187	89	271	300	232	4,118	...	...	7,090	...	...	11,208	43	16	.....
	St. Thomas High School, Honawar.	1	116	74	190	197	198	2,872	...	...	4,934	...	1,028	9,064	49	14	.....
Karachi ...	Sind Madressah, Karachi ...	1	218	344	562	602	531	19,000	...	...	2,915	...	12,000	33,915	81	62	.....
	Church Mission S. High School Karachi.	1	205	337	542	574	477	6,723	...	600	13,968	72	16,902	38,765	69	16	.....
Hyderabad ...	N. H. Academy, Hyderabad.	1	359	210	569	599	502	13,935	...	...	21,462	3,812	6,115	44,724	79	23	.....
	Nava Vidyalaya High School, Hyderabad.	1	187	203	390	403	337	9,955	...	...	13,138	...	4,450	27,443	68	28	.....
Sukkur-Nawabshah ...	Shikarpur Academy ...	1	92	87	179	168	142	3,938	...	1,350	2,154	...	3,331	11,423	68	25	.....
	K. C. Academy, Shaira ...	1	84	79	163	170	164	4,566	...	...	7,091	...	2,422	14,079	83	28	.....
	Total, Aided High Schools (Anglo-Vernacular).	27	15,159	11,749	24,908	24,917	20,529	4,52,159	...	10,040	6,54,946	78,184	2,65,556	14,57,866	60	19	.....
	Total, Aided High Schools .	94	19,624	16,305	39,837	39,950	24,917	6,43,970	...	12,140	9,16,955	98,629	3,80,886	20,22,580	69	23	.....
	UNAIDED (RECOGNIZED).																
	English-teaching.																
Bombay ...	Jacob Sassoon Free School, Byculla.	1	8	166	166	231	174	...	...	...	...	21,966	...	21,966	95	...	.....
Poona ...	St. Helenas' High School, Poona.	1	19	133	152	151	127	...	...	...	9,194	...	6,993	16,187	102	...	.....
	Total ...	2	27	299	318	382	301	...	...	...	9,194	21,966	6,993	37,473	98	...	.....
	ANGLO-VERNACULAR.																
	Unaided High Schools.																
	The Bharda New High School.	1	1,027	767	1,794	1,782	1,519	...	...	...	1,83,000	...	6,770	1,89,430	89	...	.....
	M. K. Natha Bhatia High School.	1	69	114	183	199	138	...	...	...	1,632	11,724	...	13,356	67	...	.....
	Universal High School ...	1	34	...	34	40	30				Not supplied.						.....
	J. N. Petit Parsi Orphanage, Parel.	1	78	136	214	198	195	...	...	...	1,320	20,458	...	21,778	109	...	.....
	Arya Education Society's High School, Girgaum.	1	476	302	808	870	716	...	...	...	33,027	...	1,998	36,015	50	...	.....
Bombay ...	Imperial High School, Lamington Road.	1	207	152	359	431	257	...	...	...	28,920	...	6,000	31,920	74	...	.....
	Tutorial High School ...	1	670	564	1,240	1,211	917	...	...	...	61,840	...	5,770	67,610	55	...	.....
	Babu Pannalal Puraschand Jain High School.	1	49	139	188	218	162	...	...	...	47	5,000	7,984	13,031	62	...	.....
	New English School, C. P. Tank.	1	232	137	369	452	357	...	...	...	15,001	...	...	15,001	34	...	.....
	Marwari Vidyalaya, Sandhurst Road.	1	93	49	144	140	110	...	...	...	3,900	...	18,900	22,800	163	...	.....
Satara ...	Patel High School, Panchagani.	1	95	77	172	131	119	...	...	...	12,995	...	2,456	15,451	126	...	.....
Belgaum ...	A. E. Society's Jathavaji High School, Athani.	1	46	...	46	20	18	...	...	...	1,236	1,305	283	2,824	125	...	.....
Aden ...	The Cambridge Senior Local Examination Class.	1	...	9	9	4	7	...	...	...	45	...	50	95	24	...	.....
	Total, (Anglo-Vernacular). Unaided Recognized.	13	3,055	2,536	5,611	5,687	4,610	...	...	...	3,15,516	38,063	50,194	3,93,812	70	...	.....
	Total, Unaided Recognized.	15	3,082	2,877	5,930	6,069	4,917	...	...	...	3,19,440	61,049	57,187	4,31,285	73	...	.....
	Grand Total, High Schools.	143	24,647	23,117	47,779	46,819	30,024	12,02,591	...	27,320	15,86,836	1,62,236	4,17,736	33,97,139	73	23	.....

SUBSIDIARY FORM No. 2—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High stage.	In Middle stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Amount of direct grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	MIDDLE SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	Anglo-Vernacular.																
	Government.																
Bombay ...	Elphinstone Middle School	1	...	413	413	481	400	21,170	...	...	14,210	...	...	35,380	73	44	...
Ahmedabad ...	Government Middle School, Ahmedabad.	1	...	347	347	299	283	10,913	...	...	4,401	...	...	15,314	58	41	...
Surat ...	Government Middle School, Surat.	1	...	276	276	302	286	11,934	...	...	5,426	...	2	17,362	57	39	...
Aden ...	Residency Anglo-Vernacular Schools.	2	22	112	132	142	100	10,290	...	...	2,360	...	...	12,650	89	72	...
	Total ...	5	22	1,048	1,071	1,184	1,071	53,907	...	...	26,399	...	2	80,708	68	46	...
	Local Board.																
Nawabshah.	A. V. School, Nawabshah ...	1	11	42	53	53	47	675	1,447	...	718	...	...	2,875	64	13	...
	A. V. School, Thirushah ...	1	63	80	143	146	132	3,184	893	...	4,537	...	...	8,614	59	12	...
	Naushahro Madressah ...	1	66	106	172	158	137	4,843	5,477	...	1,126	...	...	11,446	72	32	...
Hyderabad ...	A. V. School, Tando Jam ...	...	...	Closed.				100	518	...	223	...	...	838	.....	...	...
	Do. Matli ...	...	...	Closed.				...	517	...	51	...	...	568	.....	...	...
Thar and Parkar.	Pithoro Madressah ...	1	9	39	48	58	52	2,463	1,622	...	500	...	...	4,585	118	65	...
	A. V. School, Mithi ...	1	16	88	104	88	79	1,869	2,994	...	772	...	...	5,635	64	21	...
	Total ...	5	164	355	519	483	437	13,873	13,360	...	8,000	...	...	34,230	71	37	...
	Municipal.																
	(Secondary).																
	Anglo-Vernacular.																
Nasik ...	A. V. School, Malegaon ...	1	39	43	72	87	71	1,336	...	1,369	1,191	...	...	3,896	43	13	...
	Do. Yeola ...	1	20	70	90	100	80	1,301	...	433	1,560	...	...	3,294	33	13	...
	Anglo-Urdu Class, Nasik ...	1	...	24	24	29	25	200	...	172	101	...	25	498	16	6	...
Thana ...	A. V. School, Bulwandi ...	1	...	37	37	26	22	1,485	...	941	705	...	6	3,137	87	41	...
Bombay ...	Municipal School ...	8	...	40	40	30	23	1,460	...	1,520	784	...	4	4,074	104	26	...
Poona ...	A. V. School, Lonavala ...	1	24	63	87	86	72	858	...	Not supplied.							
Sholapur ...	Do. Sion ...	2	40	97	137	144	118	1,612	...	2,436	1,571	...	...	5,627	64	11	...
	Do. Saver ...	(1)	...	(35)	(35)	(39)	(30)	...	...	6,[illegible]	454	...	108	7,923	31	7	...
East Khandesh.	Sinnor A. V. School, Yavat.	1	41	71	112	115	100	1,265	...	114	2,034	...	6	3,419	34	11	...
West Khandesh.	A. V. School, Faipur ...	1	34	37	71	78	68	709	...	...	...	...	...	709	10	10	...
	Do. Nandurbar ...	1	34	69	93	101	100	998	...	185	1,937	...	1	3,118	31	10	...
	Do. Shirpur ...	1	...	49	49	36	34	282	...	97	378	...	...	757	48	8	...
Ahmedabad.	King Edward Memorial A. V. School, Parbadi.	1	24	62	86	83	67	597	...	363	1,238	...	...	2,198	27	7	...
	A. V. School, Dholka ...	1	10	63	73	71	61	220	...	1,025	870	4	...	2,119	30	4	...
	Jhaveribai Marji A. V. School, Dholera.	1	9	22	31	35	32	227	...	577	312	70	...	1,186	37	9	...
Kaira ...	A. V. School Sanand ...	1	12	36	47	54	44	200	...	118	696	...	25	1,039	24	6	...
	Municipal A. V. School, Mehmedabad.	1	37	51	88	88	76	975	...	167	1,590	...	...	2,732	34	11	...
Branch ...	A. V. School, Jambusar ...	1	32	39	71	56	46	1,492	...	...	2,020	314	...	3,826	77	26	...
Deesa Camp...	Cantonment A. V. School, Deesa—Camp.	1	24	80	80	79	66	649	...	779	1,048	...	...	2,476	31	8	...
Broach ...	Free English Night School, Chhipwad, Broach.	...	...	36	36	35	25	...	...	164	...	...	...	164	4	...	...
Dhárwár ...	A. V. School, Haveri ...	1	38	44	82	87	58	721	...	1,384	1,360	...	...	3,465	40	9	...
	Do. Kundgunsi ...	1	36	58	91	84	65	1,772	...	704	1,904	...	...	4,380	52	11	...
	Do. Navalgund ...	1	...	...	...	...	...	Closed.									
	Do. Nargund ...	1	11	33	44	37	30	728	...	703	640	...	...	2,140	58	20	...
	Do. Ilyalgal ...	1	...	45	45	31	25	400	...	1,140	340	...	...	1,880	61	13	...
Belgaum ...	Do. Ithal ...	1	38	122	160	174	146	1,334	...	673	2,340	...	...	4,347	25	7	...
	Do. Gokak ...	1	56	94	150	111	84	1,383	...	938	2,161	...	...	4,482	49	14	...
	Do. Nipani ...	1	34	64	106	102	81	1,009	...	2,065	692	450	40	5,410	67	18	...
	Do. Saundatti ...	1	6	41	47	48	39	...	...	1,400	1,776	...	...	3,176	81	19	...
Bijápur ...	Do. Bágalkot ...	1	66	117	183	138	111	2,397	...	3,993	2,270	...	50	8,729	57	10	...
Kánara ...	Do. Sirsi ...	1	27	56	87	80	63	1,002	...	674	811	...	1	2,488	45	...	...
Ratchi ...	Do. Tatta ...	1	31	88	119	135	107	2,095	...	2,293	2,344	...	...	6,732	68	26	...
	Do. Kotri ...	1	17	72	89	95	79	2,002	...	1,072	1,856	...	8	4,938	70	15	...
	Do. Sukkur ...	1	19	71	90	72	71	1,571	...	1,932	1,000	...	229	4,732	66	26	...
Sukkur ...	G. L. A. V. School, Sukkur	1	16	62	78	77	58	1,196	...	3,017	1,903	...	...	6,122	94	21	...
	A. V. School, Rohri ...	1	66	114	178	167	130	3,207	...	830	3,451	...	70	7,558	58	22	...
Larkana ...	Do. Kambar ...	1	29	56	85	85	75	2,154	...	2,615	1,365	...	...	6,134	71	25	...
	Do. Ratodero ...	1	13	64	77	81	76	2,284	...	4,027	1,117	...	10	8,438	91	21	...
	Do. Schwan ...	1	23	58	81	82	72	1,233	...	240	2,434	...	...	3,907	54	19	...
Upper Sind Frontier.	Do. Jacobabad ...	1	64	54	118	102	102	3,002	500	2,945	1,462	...	34	8,317	81	19	...
Sylarshah ...	Do. Tando Allayar ...	1	...	21	21	14	11	...	...	619	...	...	...	619	65	24	...
	Total ...	44	658	2,675	3,638	3,481	2,912	48,610	742	51,609	50,944	1,044	612	1,53,510	44	14	...
	Total, Board (Local and Municipal) ...	49	1,324	3,030	4,157	3,964	3,325	97,883	14,102	51,609	59,000	1,044	617	1,87,555	47	15	...

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	AIDED (RECOGNISED).																
	European and Anglo-Indian.																
Bombay ...	G. I. P. Railway School, Parel.	1	...	19	19	34	42	2,200	...	...	1,386	...	2,736	6,324	117	40	
Thána ...	Do. Kalyan.	1	...	52	53	43	39	700	...	...	1,370	...	1,948	4,038	96	16	
Násik ...	Do. Manmad.	1	...	77	77	35	29	700	...	...	685	...	2,549	4,134	119	20	
Poona ...	Do. Lonavala.	1	...	83	83	87	73	3,550	...	...	2,196	...	8,003	13,711	157	49	
Dharwár ...	M. & S. M. Railway School, Hubli.	1	...	46	46	40	43	2,783	...	...	908	...	2,728	6,519	119	45	
Bálpatána ...	Aga Lawrence School, Mount Abu.	1	...	84	84	67	75	...	...	...	...	3,655	40,577	44,232	589	...	
Karachi ...	European School, Mamora.	1	...	33	33	26	26	1,176	...	...	1,746	...	...	2,922	104	42	
	Total ...	7	...	395	395	374	320	10,409		...	8,293	3,655	58,553	80,930	216	27	
	English-speaking.																
Bombay ...	St. Mary's School, Mazagon.	1	...	230	230	210	197	5,542	...	...	9,446	...	...	14,988	71	26	
	St. Joseph's School, Cuarkhadi	1	...	111	111	144	96	2,262	...	...	2,477	30	2,387	7,046	48	15	
	St. Ignatius School, Arthur Road	1	...	105	105	97	79	1,030	...	...	1,477	...	1,549	4,056	41	13	
	St. Michael's School, Mahim.	1	...	174	174	167	123	1,003	...	...	905	...	3,561	6,469	53	11	
Násik ...	St. Joseph's School, Igatpuri	1	...	88	88	75	62	1,156	...	...	2,000	...	1,168	4,324	57	15	
Thána ...	St. Stanislaus' Institution, Bándra	1	...	581	581	545	464	9,521	...	...	12,129	...	9,843	31,833	58	13	
	E. Ts. Boys' School, Thana.	1	...	140	140	130	110	1,494	...	...	1,948	...	1,119	4,561	36	13	
Poona ...	Ormiston's School, Poona ...	1	...	148	148	136	112	3,529	...	...	3,604	...	2,704	9,737	71	21	
Sholápur ...	B. C. School, Lonavla ...	1	...	90	90	46	34	1,317	...	...	802	...	3,543	4,762	10	27	
	St. Joseph's School, Sholápur	1	...	91	91	74	57	1,201	...	100	1,131	...	2,401	5,833	78	25	
East Khándesh.	E. C. School, Bhusawal ...	1	...	112	112	105	85	1,500	...	75	2,962	328	3,192	7,757	73	14	
Ahmedabad ...	Mt. Carmel School, Ahmedabad.	1	...	47	47	47	36	991	...	...	740	...	1,836	3,567	74	30	
Dhárwár ...	St. Joseph's School, Dhárwár	1	...	90	90	66	55	1,115	...	...	1,373	...	3,379	6,167	62	26	
	St. Mary's School, Hubli ...	1	...	115	115	115	101	2,785	...	150	2,971	...	4,865	12,311	107	24	
Karwar ...	M. & S. M. Railway School, Castle Rock.	1	...	15	15	20	15	425	...	...	319	...	1,474	2,218	111	21	
	Total ...	15	...	2,117	2,117	1,679	1,657	38,393	...	325	44,481	358	41,780	125,343	63	19	
	AIDED.																
	Anglo-Vernacular.																
Bombay ...	Proprietary and Fort English School, Chandawadi.	1	41	102	143	141	118	1,960	...	...	5,116	...	...	7,083	49	13	
	Ram Mohan English School, Girgaon	1	40	98	138	132	105	2,056	...	...	3,738	...	4,360	10,155	77	15	
	Lady Northcote Hindu Orphanage, Parel ...	1	5	24	29	32	26	1,480	...	...	3,519	...	...	4,999	156	46	
	H. C. M. Society A.-V. School, Parel ...	1	2	52	54	41	39	1,027	...	...	490	...	1,181	2,698	66	25	
	Prabhu Seminary, Thakurwar	1	...	112	112	119	98	1,489	...	...	2,772	...	153	4,414	37	12	
	Framji Nasirwanji A.-V. School, Khetwadi ...	1	...	92	2	92	87	1,197	...	...	1,516	1,384	896	5,393	15	17	
	Parel Road A.-V. School, Khetwadi Bazar ...	1	...	56	56	81	60	1,028	...	...	2,442	...	579	4,049	40	12	
	Pandit English School, Girgaon.	1	...	61	61	63	48	1,135	...	...	1,903	...	1,840	4,878	74	18	
	Gokuldas Tejpal Seminary, Bombay	1	...	70	70	61	50	1,250	...	...	1,364	782	...	3,396	55	20	
	Anjuman-i-Islam A.-V. School, Nagpada ...	1	...	52	52	56	43	1,398	...	...	672	...	2,410	4,480	72	21	
	National English School, Mazagaon ...	1	...	52	52	53	38	1,084	...	...	1,656	...	748	3,488	64	19	
	Bazargate A.-V. School ...	1	...	36	36	33	25	516	...	...	1,190	...	1,868	3,574	93	15	
	Khoja Khan Mahamad School	1	33	100	133	148	131	3,784	...	...	122	9,663	...	13,569	91	25	
Násik ...	Bhandari Education Society's School, Malvan ...	1	31	63	97	108	88	1,437	...	...	1,580	73	702	3,792	35	13	
	Shriram English School Sevgad	1	31	48	79	79	71	1,000	...	...	1,840	...	4,150	6,990	98	12	
	Laxmanshet Pitam School Khed	1	11	19	30	28	22	368	...	...	634	165	...	1,167	79	13	
	Tatoriai English School ...	1	49	35	76	66	72	718	...	...	1,806	...	1,595	3,919	29	8	
	English School Gulsagar ...	1	15	44	59	56	48	568	...	...	1,192	69	570	2,394	45	10	
	Patwardhan A.-V. School Ratnagiri	1	...	102	102	205	178	1,427	...	...	3,587	...	451	5,465	26	6	
	New English School Ashta	1	12	30	42	40	37	980	...	...	887	...	1,824	3,690	73	18	
	A. V. School Kankoli ...	1	...	62	62	52	29	541	...	...	516	...	683	1,967	56	18	
	New English School Jalalpur	1	...	21	21	35	30	338	...	...	643	...	499	1,480	42	9	
	A. V. School Mahkhjan	1	...	39	39	35	23	506	...	...	284	...	1,207	2,047	82	22	
	George English School Vengurla	1	92	158	250	198	171	1,826	...	...	3,050	15	4,480	9,371	49	9	

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	ZILLAS—*contd.*																
	Anglo-Vernacular—contd.																
Thana	General Education Institute's A.-V. School, Kalyan	1	68	138	206	186	111	2,291	...	200	4,461	...	25	6,977	34	11	
	Thomas Baptista A.-V. School, Pimpali	1	21	40	61	62	51	973	...	300	1,158	...	480	2,911	46	15	
	M. M. A.-V. School, Umbergaon	1	31	50	81	72	64	1,196	...	...	1,764	1,800	103	5,265	70	21	
	A. E. S. School, Dahanu	1	49	60	109	103	85	1,104	...	...	2,714	2,388	...	6,206	59	10	
	Ramji Amar School Ghatkopar	1	...	20	20	38	32	231	...	...	920	...	1,372	2,523	105	18	
	General Education Institute's A.-V. School, Thana	1	125	217	342	317	256	2,799	...	...	9,552	...	1,589	13,940	43	8	
Nasik	C. M. S. A.-V. School, Sharanpur	1	11	51	62	62	53	1,129	...	...	31	...	1,859	3,019	49	18	
	Do. Manmad	1	...	57	57	55	45	434	...	...	976	...	18	1,428	25	7	
	Bal S. B. Dongar, Igatpuri	1	...	80	80	55	50	743	...	...	906	...	720	2,329	44	10	
Kolaba	U. F. C. A.-V. School, Revadanda	1	23	67	90	86	74	1,024	...	...	2,024	...	934	3,982	46	11	
	St. Augustin A.-V. School, Panvel	1	28	32	60	55	47	981	...	...	1,248	...	3,607	5,836	106	17	
Poona	Shri Gopal A.-V. School, Poona	1	...	52	52	37	33	540	...	...	562	...	1,518	2,620	71	15	
	V. P. Mandal's A.-V. School, Hadapsar	1	6	119	125	67	51	1,000	...	...	978	...	2,928	4,903	70	15	
	Angasokke's A.-V. School, Kirkee	1	...	36	36	36	26	480	...	...	430	...	785	1,715	48	13	
	A. M. A.-V. Boys' School, Sirur	1	...	35	35	37	30	400	...	...	...	...	1,145	1,545	42	11	
	Poona Native Institution's A.-V. School, Sinwad	1	...	45	45	42	37	380	...	180	710	...	1,401	2,661	68	14	
	Bhirchandi Education Society's A.-V. School, Dhond	1	7	47	54	54	43	796	...	...	974	...	4,158	5,928	110	15	
Satara	A. M. A.-V. Boys' School, Satara	1	...	39	39	30	28	522	...	...	207	...	1,883	2,612	87	17	
	Tilak A.-V. School Karad	1	104	80	184	176	158	1,724	...	...	...	...	...	1,724	10	10	
	Sangli Education Society's A.-V. School, Tasgaon	1	44	57	101	90	82	664	...	1,000	1,697	...	216	3,577	43	7	
Sholapur	Private A.-V. School, Pandharpur	1	...	91	91	82	71	1,031	...	...	1,610	...	517	3,158	39	15	
Ahmednagar	Education Society's City School, Ahmednagar	1	...	261	261	279	201	2,675	...	...	3,919	...	...	6,594	24	10	
	A. M. A.-V. School, Vadala	1	...	42	42	78	70	1,005	...	...	...	...	2,704	3,809	49	24	
East Khandesh	New English School, Jalgaon	1	135	232	367	309	258	1,837	...	...	5,491	...	...	7,328	24	6	
	A.-V. School, Chalisgaon	1	50	94	144	111	97	1,026	...	...	2,206	...	3,118	5,007	51	10	
	A.-V. School, Thalner	1	30	67	97	94	79	957	...	...	1,968	501	3,878	7,414	79	10	
	P. H. A.-V. School, Naraingaon	1	17	70	87	91	75	771	17	660	1,124	...	...	2,512	29	8	
West Khandesh	New English School, Shahada	1	...	18	18	20	10	284	...	100	281	...	295	960	48	14	
Ahmedabad	Mrs. Whittle A.-V. School, Sidapur	1	21	55	76	70	61	870	...	...	1,142	...	730	2,742	39	12	
	Antiman-Islam A.-V. School, Ahmedabad	1	...	41	41	52	41	654	...	...	530	...	804	1,987	38	13	
	Sarajmal A.-V. School, Pahdi	1	23	44	67	57	44	860	...	...	741	...	1,091	2,694	47	15	
Kaira	L. F. Mission A.-V. School, Anand	1	12	60	72	69	60	697	...	...	979	...	978	2,654	37	10	
	Coronation English School, Uttarsandh	1	11	54	65	73	68	1,324	...	...	983	...	1,489	3,796	57	19	
	A.-V. School, Bhalej	1	15	46	61	59	48	397	...	...	1,300	...	707	2,404	42	7	
	George A.-V. School, Thasra	1	17	32	49	45	43	314	...	...	1,019	...	706	2,039	75	13	
	A.-V. School, Mahudha	1	...	37	37	41	34	343	...	...	192	...	6	1,281	35	9	
	Nityanand A.-V. School Sarna	1	8	35	43	41	34	667	...	...	600	94	901	2,342	54	16	
Panch Mahals	Ewbank A.-V. School, Kalol	1	11	28	39	35	24	745	...	...	550	512	...	1,760	60	25	
Broach	Vidya Vardhak Mandali's A.-V. School, Hansot	1	...	61	61	53	45	554	430	...	611	...	...	1,601	30	10	
	Shri Narmada English School, Sankatirth	1	22	38	60	50	40	1,136	334	...	746	2,340	...	4,496	89	22	

SUBSIDIARY FORM No. 2—*continued.*

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educated each Pupil. Total Cost.	Cost to Government.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	AIDED (RECOGNISED)—*contd.*																
	Anglo-Vernacular—contd.																
Surat	Sir J. J. English School, Surat	1	56	110	166	164	150	2,864	...	...	370	5,209	326	9,569	34	17	
	A.-V. School, Chikhli	1	6	31	37	45	35	1,645	...	...	300	1,117	567	3,629	80	23	
	Do. Mandvi	1	19	41	60	57	50	1,164	340	...	1,492	...	2,142	4,998	98	23	
	Do. Kadod	1	...	36	36	35	31	677	...	...	757	...	114	1,528	36	16	
	Ahmadia Madrasah English School, Sunder	1	98	63	161	155	138	1,734	...	...	2,692	...	3,389	9,720	19	11	
	Vyas Harnanayan A.-V. School, Sidodli	1	9	34	43	46	37	911	...	...	307	...	929	2,647	40	20	
	A.-V. School, Bodhan	1	...	34	34	35	32	456	...	...	200	...	274	930	43	17	
	Do. Degam	1	...	21	21	13	11	221	...	...	179	245	...	645	53	7	
	Kasinubhai A.-V. School, Jalalpur	1	...	22	22	37	27	476	...	...	379	350	177	1,385	43	15	
	Shah R. J. J. A.-V. School, Bulsar	1	...	302	302	300	251	2,388	...	...	3,417	471	1,339	7,615	25	8	
	Saraspanh A.-V. School, Kathargam	1	...	52	52	16	33	450	...	...	603	244	1,098	2,408	65	13	
Dhulia	Private A.-V. School, Ajar	1	...	5	5	7	3	...	...	...	76	...	522	598	85	...	
	St. John's A. V. School, Godag-Buttport	1	8	114	122	120	115	1,213	...	...	508	...	3,024	4,945	41	11	
	Lingaraj English School, Hirabagar	1	10	26	36	31	29	330	...	...	561	...	141	1,035	34	11	
	Shri Mrityunjaya A.-V. School, Harnabhad	1	...	38	38	37	42	400	...	...	276	...	109	805	24	11	
	H. W. C. A. V. School, Holkoti	1	9	31	40	43	37	550	...	...	946	...	500	1,994	45	8	
Belgaum	Jackson English School, Badi-Hongal	1	21	66	87	70	60	780	...	...	1,331	...	545	2,634	41	11	
	R. D. A.-V. School, Chikodi	1	19	53	72	71	62	994	...	...	1,350	236	862	3,417	48	13	
	Do. Ainapur	1	31	47	78	72	53	300	...	...	1,760	...	1,732	4,191	58	13	
Bijapur	New English School, Bijapur	1	91	96	187	192	145	2,594	...	300	4,007	702	969	8,902	48	14	
	Private A.-V. School, Hungund	1	...	43	43	43	40	200	...	...	233	...	354	820	21	5	
	Vidya Mahant A.-V. School, Sangam	1	...	34	34	28	23	350	...	...	189	...	603	1,132	40	9	
	Ramachandrar A.-V. School, Bagalkot	1	60	109	169	120	118	1,000	...	...	1,097	...	947	3,044	30	8	
	Private A.-V. School, Sadashivgad	1	43	80	139	102	80	1,201	...	...	2,408	...	10	3,719	35	12	
	Private A.-V. School, Bankikodla	1	...	31	31	34	30	270	...	...	446	...	38	756	29	8	
Kanara	St. Xavier's School, Honavar	1	...	32	32	29	21	300	...	...	295	...	249	844	30	22	
	Hindu School, Karwar	1	...	222	222	223	202	2,460	...	...	4,611	...	115	7,186	32	11	
	Private English School, Murdishwar	1	...	30	30	26	24	208	...	...	407	...	150	765	29	8	
	Edward School, Ankola	1	51	65	116	124	112	1,177	...	...	2,073	...	...	3,250	32	10	
	Tirupati English School, Bhatkal	1	...	21	22	22	21	204	...	50	267	...	...	621	28	9	
Karachi	Hindu Academy, Karachi	1	15	103	118	119	93	1,500	...	500	2,116	...	515	4,634	39	13	
	Madrasah Hussani, Karachi	1	12	66	78	93	67	3,007	...	270	1,414	131	3,216	7,528	99	30	
	Khalsa A.-V. School, Karachi	1	6	73	79	99	76	645	...	188	511	...	1,450	2,794	38	26	
	Parsi Virbaiji School, Karachi	1	61	72	133	130	127	4,837	...	500	2,906	...	8,394	16,637	131	34	
Hyderabad	New English School, Hyderabad	1	...	71	71	71	65	1,500	...	...	1,736	254	900	4,390	53	20	
	N. H. Academy Fort Branch Hyderabad	1	...	80	80	74	67	1,516	...	...	1,908	...	1,362	4,786	65	20	
	N. V. Mian Fakir-Jo-Fir, Hyderabad	1	...	76	76	60	72	1,887	...	...	1,927	...	903	4,307	54	17	
	N. V. Mian Jhamanal Lane, Hyderabad	1	...	56	56	56	51	1,400	...	...	1,387	...	910	3,702	64	24	
	A.-V. School, Nasarpur	1	4	63	67	69	62	940	...	500	1,178	...	495	3,004	61	19	
Nawabshah	A.-V. School, Pal Idan			Closed.													
	Do. Shahani	1	7	30	37	39	36	330	...	...	659	...	162	1,160	39	11	
	Do. Kandiaro	1	6	31	37	32	32	500	...	...	656	24	150	1,330	42	18	
	Do. Mithani	1	13	39	52	58	51	831	...	...	1,024	...	...	2,455	42	14	
	N. K. Academy, Tando Adam	1	6	55	69	61	49	745	...	500	1,051	...	158	2,754	45	12	
	Panchayat A.-V. School, Nasirabad			Closed.													
	A.-V. School, Halani	1	...	24	24	19	15	325	...	...	331	...	253	884	47	18	
Sukkur	Dev Samaj School, Old Sukkur	1	...	46	46	34	28	907	...	...	208	...	2,798	4,003	139	27	
	Guru Nanak Academy, Gadhi Yasin	1	8	45	51	58	46	823	300	470	878	...	799	3,350	63	16	
	New Academy, Rohri	1	58	46	95	95	74	7,153	...	...	1,871	...	1,316	5,240	61	25	
	A.-V. School, Madeji	1	...	19	19	22	16	441	...	...	445	...	430	1,079	67	20	
Larkana	Idrikha Madrasah	1	19	29	48	49	33	2,747	2,000	600	212	...	1,338	6,597	193	46	
	A.-V. School, Mehar	1	16	54	70	70	57	1,111	3,000	...	1,194	70	2,205	8,071	115	19	
	Do. Dadu			Closed.													
	Do. Tatti	1	18	39	57	57	50	1,052	800	...	1,161	...	159	3,672	70	18	
	Do. Bangalero	1	8	34	42	35	29	1,374	700	...	903	...	290	3,067	88	34	

SUBSIDIARY FORM No. 2—*continued.*

District Number.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	By Municipality.																
Karachi ...	T. S. Gadu Mansi A.-V. Night School, Kacha Lahana Karachi	1	5	8	13	15	11	...	...	80	...	...	80	160	11	...	
	Maratha A.-V. School, Karachi									Regis	tered	as an	indiv	ant ed	Indi	enous S	chool.
Aden ...	Danish Mission A.-V. School	1	7	24	31	29	25	330	...	...	148	...	847	1,325	47	11	
	R. C. Mission School	1	...	31	31	31	29	2,050	...	...	476	4,501	...	7,078	216	59	
	The Maviat Bros.'s School ...	1	...	73	73	76	66	2,078	...	...	1,562	4,357	...	8,014	115	35	
	Total ...	3	7	128	135	136	120	5,043	...	...	2,186	9,438	847	17,414	127	36	
	Total, Aided Middle Schools, Anglo-Vernacular ...	120	2,031	7,380	9,411	9,059	7,806	1,28,778	7,677	6,436	1,05,522	40,040	1,23,902	4,72,026	52	14	
	Total, Aided Middle Schools ...	142	2,031	9,882	11,913	11,413	9,643	1,77,540	7,677	6,736	2,10,206	44,040	2,24,031	6,59,583	59	15	
	UNAIDED (RECOGNISED)																
	English-teaching.																
	Anglo-Vernacular.																
Bombay ...	Goan Union School, Girgaum	1	57	417	474	409	411	...	...	...	26,330	...	...	26,330	53	...	
	Gholo A.-V. School, Fort	1	...	30	30	30	30	...	...	...	1,600	...	1,080	2,100	70	...	
	Jeejibhoy Dadabhoy Charitable A.-V. School Khetwadi	1	...	20	20	18	14	...	...	...	...	1,381	...	1,381	16	...	
	Imam Ismail Khoja A.-V. School ...	1	...	6	6	8	6	...	...	...	...	369	...	369	46	...	
	P. S. Night School, Girgaum	1	...	11	11	9	8	...	...	...	80	...	154	234	29	...	
	Do, Jacob Circle	1	...	19	19	14	8	...	...	...	57	...	112	170	12	...	
	Do, Nalbazar	1	...	13	13	28	5	...	...	...	16	...	130	146	6	...	
	Do, Tardev	1	...	18	18	15	11	...	...	...	36	...	194	230	9	...	
	Crawford Market ...	1	...	13	13	8	7	...	...	...	82	...	162	244	18	...	
	Do, Parel	1	...	13	13	16	12	...	...	...	58	...	107	165	10	...	
Ratnagiri ...	Theodore Carter A. P. Mission	1	...	19	19	17	16	...	...	...	Not	supplied.					
Thana ...	M. A. School, Murbad ...	1	...	20	20	10	9	...	...	...	84	...	673	757	75	...	
	A.-V. School, Mahad ...	1	...	49	49	53	41	...	...	...	508	...	300	827	17	...	
Nasik ...	S. P. M. New English School, Nasik	1	187	145	332	319	260	...	...	...	8,935	...	1,003	9,938	31	...	
Nagar ...	Native Institution Ur n ...	1	7	30	37	37	36	...	...	...	40	...	519	559	15	...	
Poona ...	Government House Establishment School, Ganeshkhind, Poona	1	...	4	4	4	4	...	...	...	...	...	1,094	1,094	219	...	
	Miss Bernard's A.-V. School, Hadapsar	1	...	...	...	...	...	...	...	Information		not	recei	ved.			
Ahmednagar ...	Harihar New English School, Belapur	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
East Khandesh.	New English School, Jamner	1	14	35	49	50	40	...	...	...	835	793	1,189	2,817	56	...	
	A.-V. School, Savada ...	1	...	68	68	63	52	...	...	...	1,062	...	733	1,795	28	...	
	New English School, Chopda	1	...	42	42	48	41	...	...	...	603	1,053	...	1,756	37	...	
Ahmedabad ...	Virchand Dipchand A.-V. School, Godhavi ...	1	19	34	53	52	43	...	...	...	224	...	1,631	1,855	36	...	
	B. P. Jain Dayan Vardhak A.-V. School, Ahmedabad ...	1	71	147	188	152	130	...	...	...	...	3,340	...	3,340	22	...	
Surat ...	Shri Ratnasagarji Jain A.-V. School, Surat	1	...	82	82	72	63	...	...	...	200	233	100	500	8	...	
	New A.-V. School Amebad	1	19	30	49	41	32	...	...	...	...	2,121	60	2,181	53	...	
Dharwar ...	Vidyadana A.-V. School, Gadag	1	...	24	24	37	19	...	...	...	340	2	1,189	1,577	43	...	
Bijapur ...	O. S. A.-V. School, Gulebgral	1	...	60	60	36	20	...	...	...	860	156	944	1,960	39	...	
Kanara ...	Shri Bhikraji English School, Karki	1	...	35	35	45	24	...	...	...	500	...	400	900	38	...	
Aden ...	B. C. Ur. Anglo Gujarati School	1	...	28	28	20	19	...	...	...	345	700	3,065	4,110	205	...	
	Rev. Rasamsaen's Night School	1	...	18	18	14	13	...	...	...	73	...	249	322	23	...	
	Total, Unaided (Recognised) (A.-V.)	30	258	1,069	1,327	1,278	971	...	...	...	14,245	10,195	15,230	40,642	33	...	
	Total, Unaided (Recognised)	31	265	1,096	1,361	1,328	1,002	...	...	...	41,575	10,195	15,230	66,970	39	...	

SUBSIDIARY FORM No. 2—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	UNAIDED (UNRECOGNIZED).																
	Anglo-Vernacular—contd.																
Poona ...	Navin Samartha Vidyalya, Talegaon-Dabhada	1	...	66	66	70	67	...	...	...	...	...	6,739	6,739	96	...	...
Ahmednagar ...	Coronation English School, Shevgaon	1	...	14	14	17	16	...	...	...	96	...	23	119	7	...	...
East Khándesh .	New English School, Pachora...	1	...	47	47	26	25	...	...	...	...	...	3,908	3,908	150	...	...
Hyderabad ...	Sai Sudhar A.-V. School, Hyderabad					Regis	tered	as an	indi	gen	ous	School					
	A.-V. School, Tando Bago ...	1	...	30	30	23	18	...	...	...	...	...	1,712	1,712	74	...	...
Sukkur ...	A.-V. School, Mian Sahib ...	1	...	18	18	16	15	...	...	...	88	...	535	623	39	...	...
Thar and Parker.	D. A.-V. School, Mirpurkhas .	1	1	18	19	18	16	...	...	...	...	...	695	695	39	...	...
	Total, Unaided (unrecognized) (Anglo-Vernacular) ...	6	1	193	194	170	157	...	...	...	184	...	13,612	13,796	81	...	81
	Total, Unaided ...	37	296	1,689	1,985	1,898	1,559	...	...	...	41,759	10,165	28,842	80,766	43	...	...
	Grand Total, Middle Schools...	233	3,473	15,650	19,123	18,458	15,572	2,92,370	21,779	58,342	3,46,364	55,571	3,53,402	10,27,918	56	16	...

SUBSIDIARY FORM No. 3.

Statistical Return of High and Middle Schools (English) for Girls for the official year 1921-1922.

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial funds.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each pupil. Total Cost.	Cost to Government.	Amount or fixed grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	ANGLO-VERNACULAR.																
	Government.																
Poona	High School for Indian Girls, Fort	1	230	245	475	439	358	30,920	...	...	4,257	...	...	40,717	93	83	...
Ahmedabad	Government High School, Ahmedabad	1	83	137	180	174	139	34,125	...	...	1,460	...	...	35,585	204	190	...
	Total	2	273	372	645	613	497	70,045	...	...	5,717	...	...	76,302	125	115	...
	AIDED (RECOGNISED).																
	European and Anglo-Indian.																
Bombay	Cathedral Girls' High School, Fort	1	26	164	190	172	131	14,865	...	...	19,213	4,579	3,380	43,037	250	84	...
	Convent High School, Clare Road	1	22	277	299	304	202	11,102	...	...	11,235	...	3,336	25,663	94	36	...
	Convent High School, Fort	1	16	219	235	216	191	8,160	...	...	11,471	...	73	19,704	91	37	...
	Education Society's Girls' High School, Byculla	1	7	124	131	131	104	10,027	...	...	12,504	3,063	3,163	35,457	133	72	...
	Scottish High School, Byculla	1	...	81	81	85	63	9,141	...	...	6,147	...	3,014	17,312	203	98	...
Thana	Convent High School, Parel	1	4	108	112	106	83	4,382	...	...	2,424	...	7,961	14,767	136	39	...
	Do. Bandra	1	6	174	182	174	151	11,057	...	...	12,471	...	5,291	30,819	174	68	...
Poona	St. Mary's High School, Poona	1	16	155	171	170	144	14,743	...	...	16,593	698	7,465	38,504	226	80	...
	Convent High School, Poona	1	11	143	154	152	131	9,709	...	...	9,899	...	1,513	21,121	145	61	...
	Anglo-Indian Home and Taylor High School, Poona	1	10	114	124	123	111	5,464	...	...	5,464	...	3,455	13,383	108	44	...
	St. Peter's Girls' High School, Khandala	1	7	62	69	68	59	6,780	...	...	4,752	...	13,462	24,994	367	96	...
Satara	Girls' High School, Panchgani	1	29	78	107	114	106	12,045	...	...	20,869	...	...	32,936	288	105	...
	Convent High School, Panchgani	1	7	107	114	112	105	11,836	...	...	6,750	...	11,641	30,040	286	104	...
Karachi	Convent High School, Karachi	1	31	243	265	257	244	10,710	...	500	...	...	2,358	31,553	127	41	...
	Total	14	184	2,146	2,332	2,286	1,969	1,44,883	...	500	1,46,862	8,340	79,052	3,80,771	166	69	...
	English-Teaching.																
Bombay	Queen Mary's High School, Girgaum	1	39	265	304	291	213	9,930	...	...	26,843	...	378	38,351	131	32	...
	St. Teresa's High School, Girgaum	1	36	316	352	328	269	5,760	...	...	11,808	500	4,576	22,439	68	17	...
	St. Agnes's High School, Clare Road	1	39	290	310	319	278	4,900	...	...	10,946	2,040	711	19,596	60	15	...
	Convent School, Lower Mahim, Dadar	1	16	270	295	292	219	4,978	...	...	6,000	498	5,114	15,591	59	15	...
Thana	Convent E. T. School, Bandra	1	22	367	409	426	390	8,916	...	...	10,040	...	350	23,306	59	21	...
Dhárwár	Convent High School, Hubli	1	11	145	156	163	134	6,023	...	...	4,762	...	6,704	19,489	119	30	...
	Total	6	138	1,652	1,820	1,760	1,497	39,509	...	...	70,105	3,439	19,751	1,40,404	78	21	...
	Anglo-Vernacular.																
Bombay	Alexandra Native Girls' English Institution	1	44	167	211	173	169	3,809	...	1,509	12,745	3,809	483	21,436	129	23	...
	Young Ladies' High School, Bombay	1	60	85	145	147	113	4,372	...	...	7,985	...	275	12,510	85	29	...
	Empress High School, Chandawadi	1	24	41	65	52	40	2,607	...	...	3,426	...	1,305	7,386	142	50	...
	Princess High School, New Queen's Road	1	20	32	52	44	31	2,178	...	...	1,949	1,080	3,159	7,376	165	48	...
	Colaba High School, Gowalia Tank	1	77	61	138	141	106	8,281	...	...	2,822	11,511	394	20,008	141	57	...
	Students Literary and Scientific Society High School	1	129	133	262	238	204	4,029	...	...	3,023	1,870	5,417	14,934	62	16	...
	Emmanuel Girls' High School	1	48	45	93	92	70	3,848	...	...	1,815	...	12,144	17,807	193	41	...
	Bai Ratanbai Premji Doraiji Pandya Girls' High School	1	53	113	166	166	105	4,524	...	...	4,830	1,430	699	11,483	69	27	...
	Chandaramji Girls' High School	1	93	138	231	202	190	3,000	...	...	4,702	...	6,651	14,443	55	11	...
Násik	Z. M. Victoria Anglo-Vernacular Girls' School, Násik	1	7	23	30	18	12	687	...	...	87	...	3,282	4,056	334	38	...
Ratnágiri	Kanya Shala, Malwan	1	15	29	43	44	36	1,375	...	100	...	...	4,104	5,479	124	28	...
Poona	Sardar Dastur Nusherwan Girls' High School, Poona	1	31	30	71	77	63	3,772	...	...	4,937	1,614	2,867	13,242	173	48	...
Ahmednagar	A. M. Girls' High School, Ahmednagar	1	33	55	88	98	80	4,466	...	...	71	...	6,805	11,404	116	46	...
Baroda Camp	M. E. Mission Girls' High School, Baroda Camp	1	21	53	75	69	67	437	...	...	94	...	6,736	9,267	134	6	...
Broach	Motibai Wadia Young Ladies' English School, Broach	1	20	56	76	83	65	5,042	...	...	1,708	5,020	...	9,766	119	37	...
Surat	I. P. Mission Zenana High School, Surat	1	20	43	72	66	54	2,091	...	...	621	3,439	...	6,141	93	32	...
Hyderabad	Kundanmal Girls' School, Hyderabad	1	71	133	204	179	154	4,615	...	270	3,319	...	2,145	9,349	52	26	...
	Nava Kanya Vidyalaya, Hyderabad	1	22	65	77	87	62	3,255	...	150	618	...	4,968	8,971	103	37	...
Karachi	Mama Parsi Girls' High School, Karachi	1	50	166	222	231	196	18,091	...	800	3,634	16,241	93	38,859	168	78	...
	Indian Girl High School, Karachi	1	34	127	161	141	104	7,915	...	410	1,636	1,667	2,857	14,485	136	56	...
	Total Aided High Schools (Anglo Vernacular)	20	836	1,611	2,509	2,407	2,061	83,227	...	3,030	39,310	48,014	60,609	2,35,768	101	38	...
	Total, Aided High Schools	46	1,230	4,841	6,061	6,462	5,527	2,67,114	...	4,110	2,36,281	60,093	1,62,442	7,31,030	120	41	...
	UNAIDED (RECOGNISED).																
	English-Teaching.																
Bombay	New Fletcher School, Fort	1	8	93	101	94	60	...	...	...	2,691	...	612	3,303	34	...	...
	Total	1	8	93	101	94	60	...	...	...	2,691	...	612	3,303	34	...	...

SUBSIDIARY FORM No. 3—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Award, or Rent grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	HIGH SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	UNAIDED (RECOGNIZED).																
	Anglo-Vernacular.																
Bombay ...	Girton High School for Girls	1	51	124	175	164	124	...	...	...	7,469	...	...	7,469	49	...	...
Poona ...	Sharda Sadan High School, Kedgaon	1	31	51	82	88	19	...	...	...	...	...	13,110	13,110	150	...	...
Surat ...	Mahila Vidyalaya Surat ...	1	19	83	102	101	75	...	...	...	...	...	6,404	6,404	63	...	...
	Total unaided Anglo-Vernacular (Recognized) High Schools	3	101	258	359	353	277	...	...	...	7,469	...	19,514	27,083	77	...	...
	Total unaided (Recognized) High Schools	4	159	311	470	447	337	...	...	...	10,070	...	20,220	30,290	67	...	...
	Grand Total, High Schools ...	46	1,602	6,164	7,766	7,542	6,801	3,37,759	...	8,110	3,10,968	60,083	1,78,666	8,57,086	119	45	...
	MIDDLE SCHOOLS.																
	ANGLO-VERNACULAR.																
	Government.																
Thána ...	A. V. Girls' Middle School, Thána	1	...	68	68	65	54	3,085	...	...	464	...	...	3,549	129	122	...
Násik ...	Branch A. V. School, Násik ...	1	...	46	46	43	40	5,045	...	...	304	...	...	5,349	124	117	...
Ahmednagar ...	A. V. Girls' School, Ahmednagar.	1	...	51	51	38	28	7,735	...	...	218	...	...	7,953	209	204	...
Dhárwár ...	A. V. Girls' Middle School, Dhárwár.	1	6	24	30	30	30	9,662	...	...	128	...	...	9,790	326	322	...
Bijapur ...	A. V. Girls' Middle School Bijapur	1	...	43	43	34	25	3,436	...	...	211	...	...	3,627	107	101	...
	Total ...	5	6	232	238	211	167	33,953	...	...	1,315	...	...	35,268	167	161	...
	Municipal																
Thana... ...	Municipal School, Bandra...	0	...	...	...	...	...	280	...	...	...	...	...	280	...	...	...
	AIDED (RECOGNIZED).																
	European and Anglo-Indian.																
Násik ...	Home School, Násik ...	1	...	23	23	24	24	1,037	...	...	...	...	3,475	5,012	208	64	...
	G. I. P. Railway School, Igatpuri	1	...	61	61	63	57	3,800	...	...	1,273	...	7,926	11,991	190	44	...
	Convent School, Igatpuri ...	1	...	121	121	107	95	5,720	...	...	2,970	...	6,526	14,216	132	66	...
Poona ...	Pensioners' School, Poona ...	1	...	29	29	26	21	1,651	...	...	545	523	1,308	4,046	155	63	...
East Khandesh.	G. I. P. Railway School, Bhusawal	1	...	105	105	97	76	4,50	...	...	2,388	...	6,934	13,167	156	33	...
Sholapur ...	G. I. P. Railway School Sholapur	1	...	35	35	32	24	1,200	...	...	694	...	3,406	5,300	167	57	...
Belgaum ...	St. Mary's School, Belgaum	1	...	25	25	27	23	1,013	...	...	1,190	278	1,476	3,957	146	37	...
Karáchi ...	European School, Kotri ...	1	...	23	23	23	19	663	...	70	158	...	856	2,050	91	38	...
	Total ...	8	...	422	422	359	323	16,954	...	70	9,635	801	34,107	61,637	154	49	...
	English-Teaching.																
Bombay ...	St. Joseph's School, Bhuleshwar	1	...	194	194	141	127	3,355	...	...	8,508	...	2,424	11,287	77	23	...
	St. Joseph's School, Agripada.	1	...	195	195	212	160	4,313	...	...	1,717	...	6,627	12,657	59	20	...
	St. Isabella's School, Bhatapakhadi	1	...	137	137	160	99	1,014	...	...	2,271	...	1,150	4,435	37	7	...
	Convent H. T. School, Parel...	1	...	50	50	48	45	1,000	...	...	1,720	...	3,467	6,186	129	20	...
Thána ...	Mount Mary's Convent School, Bándra	1	...	170	170	168	150	4,300	...	...	4,964	...	7,697	16,961	97	25	...
	English Teaching Girls' School, Thána	1	...	63	63	92	86	1,093	...	...	1,567	...	1,209	3,869	42	12	...
Poona ...	Convent Middle School, Poona.	1	...	96	96	104	95	1,773	...	...	3,164	...	300	5,237	51	11	...
	St. Anne's School, Poona ...	1	...	121	121	125	104	1,716	...	...	1,587	...	322	3,625	27	9	...
Bijapur ...	St. Joseph's School Belgaum	1	4	217	221	207	186	4,653	...	...	4,482	...	6,228	15,403	74	23	...
Karáchi ...	Convent Middle School, Karáchi	1	...	216	216	210	200	3,633	...	...	7,206	...	1,330	12,169	57	17	...
Aden ...	Franciscan Convent School, Crater	1	1	66	67	59	51	7,051	...	...	806	5,312	...	8,379	165	41	...
	Franciscan Convent School, Tawahi	1	...	74	74	59	49	2,007	...	...	1,192	5,728	...	8,426	140	33	...
	Franciscan Orphanage School, Crater	1	...	30	30	27	26	1,755	...	...	...	3,522	...	5,277	188	62	...
	Total ...	13	5	1,629	1,634	1,843	1,377	35,193	...	...	30,576	14,562	30,645	1,13,496	71	30	...

SUBSIDIARY FORM No. 3—*concluded.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Award or final grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R	Rs.	I. a.
	Aided.																
	Anglo-Vernacular.																
Bombay	King George English School	1	34	39	73	66	54	1,157	...	...	1,005	...	6,805	9,067	137	17	...
	Sir Cowasji Jehangir Readymoney School	1	6	65	71	60	45	1,560	...	...	1,554	...	1,851	4,965	83	36	...
	Parsi Association Girls' A. V. School, Fort	1	...	65	65	64	49	1,193	...	...	1,309	2,904	127	5,923	92	33	...
	Parsi Association Girls' A. V. School, Chandanwadi	1	...	128	128	111	87	2,193	...	...	2,334	3,836	519	8,574	77	19	...
Násik	Z. B. and M. M. School, Mamnad	1	...	36	36	41	37	1,309	...	...	...	...	2,747	4,056	98	31	...
Poona	U. F. C. M. Girls' Boarding A. V. School, Poona... ...	1	14	55	69	67	57	1,469	...	...	348	...	3,944	5,666		21	...
	M. E. M. Girls' School, Talegaon Dábhále	1	3	12	15	14	12	519	...	...	...	...	1,694	2,213	158	57	...
	A. M. A. V. Girls. School, Sirur	1	...	17	17	17	16	267	...	...	...	...	744	1,011	59	16	...
Sholapur	Z. M. Melbourn Urdu Girls' School, Sholapur	1	...	18	18	17	16	506	...	...	...	...	967	1,473	87	30	...
	A. M. Woronoco Girls' A. V. School, Sholapur	1	...	37	37	39	34	675	...	...	...	...	2,359	3,034	78	17	...
Ahmednagar	A. M. A. V. Girls' School, Rahuri	1	...	52	52	45	40	935	...	...	322	...	1,230	2,487	53	19	...
Hyderabad	C. E. Z. Mission A. V. School, Hyderabad	1	7	36	43	41	30	1,310	...	...	137	...	1,622	3,068	75	34	...
	Total, Aided A. V. Middle Schools...	12	44	580	624	582	477	13,348	...	...	7,160	6,440	24,519	51,467	88	25	...
	Total, Aided Middle Schools...	33	49	2,681	2,687	2,564	2,177	62,475	...	70	53,963	21,321	89,571	2,30,600	85	24	...
	Unaided (Recognised).																
	European and Anglo-Indian.																
Dharwár	M. and S. M. Ry. School, Gadag	1	...	21	21	18	17	...	...	...	281	...	1,604	1,885	104	...	...
	Total ...	1	...	21	21	18	17	...	...	...	281	...	1,604	1,885	104	...	...
Bombay	Merwanji Setna Girls' School	1	...	...	...	Information not received to time.							...	...	...	...	...
	S. L. and S. S. B. D. Girls' School	1	...	...	...	Included in the High School information							...	...	...	...	...
	Total, Unaided (Recognised) A. V. Schools	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Unaided	3	...	21	21	18	17	...	...	...	281	...	1,604	1,885	104	...	...
	Grand Total of Middle Schools.	41	55	2,814	2,869	2,793	2,361	96,717	...	70	54,959	21,321	91,175	2,64,242	95	3	...

SUBSIDIARY FORM Nos. 4 AND 5.

Statistical Return of Primary Schools (Vernacular) for Boys and Girls for the official year 1921-1922.

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Stages.	Lower Stages.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2		3	4	44	45	5	6	7	8	9	10	11	12	13	14	15
	BOMBAY DIVISION.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Day Schools.																
Bombay	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	Boys	171	341	22,838	23,179	23,347	19,087	2,57,955	...	8,65,583	32,810	...	15,111	11,69,460	50 1	11 0
		Girls	83	479	9,375	10,311	9,647	6,517	1,34,212	...	3,60,210	13,972	124	9,010	5,20,880	44 10	13 14
	Aided	Boys	86	481	9,345	9,829	9,606	8,286	3,792	...	77,685	71,581	34,931	93,445	2,81,221	28 10	6 6
		Girls	38	249	4,328	4,577	4,390	3,135	2,653	...	43,552	22,075	20,315	50,035	1,67,600	30 14	6 8
	Unaided	Boys	15	...	1,411	1,411	1,422	1,074	...	...	...	11,496	18,669	6,121	36,715	21 12	...
		Girls	3	...	269	269	277	240	...	...	...	4,556	...	...	4,556	16 7	...
	Total Schools.	Boys	272	835	23,534	24,419	24,576	28,247	2,6[illegible],147	...	9,41,017	1,15,865	53,800	1,14,695	16,16,344	47 15	7 8
		Girls	130	705	14,472	15,177	14,460	9,892	1,36,745	...	4,12,6[illegible]	51,193	20,439	59,651	6,09,0[illegible]	48 5	9 7
	Total Day Schools		402	1,540	48,006	49,596	49,036	38,240	3,97,892	...	13,53,625	1,67,058	82,039	1,83,336	22,85,780	44 9	8 1
	Night Schools.																
	Municipal	Boys	39	22	1,114	1,136	1,110	685	43,665	...	32,271	1,300	...	2,848	83,085	83 3	44 6
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	Boys	20	133	651	784	718	532	...	...	7,608	751	400	4,461	8,420	11 11	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools		59	155	1,765	1,920	1,827	1,187	43,665	...	41,879	2,057	400	7,309	1,06,510	55 4	27 0
	Total Day and Night Schools	Boys	325	980	25,359	26,339	26,413	20,554	2,10,812	...	9,81,986	1,17,552	54,200	1,21,904	18,28,054	43 9	8 5
		Girls	130	705	14,472	15,177	14,460	9,892	1,36,745	...	4,12,608	51,193	20,839	68,661	6,09,626	40 5	9 7
	Total Day and Night Schools		455	1,685	40,831	41,516	40,873	30,427	4,47,557	...	13,97,594	1,69,145	84,119	1,90,675	22,87,680	44 5	8 12
	Day Schools.																
Thana	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	305	709	14,743	15,452	14,855	10,437	2,12,898	9,731	—	5,873	7,238	...	2,35,740	15 13	14 5
		Girls	17	35	1,037	1,072	1,056	755	14,740	2,727	...	...	...	...	17,467	16 8	13 15
	Municipal	Boys	47	243	4,679	4,922	4,961	3,430	50,934	4,926	46,065	1,373	...	1,003	1,04,223	21 1	10 4
		Girls	15	43	1,290	1,333	1,380	857	10,098	930	13,183	...	...	120	24,331	17 9	7 4
	Aided	Boys	44	54	2,659	2,713	2,418	1,813	7,479	765	6,762	1,652	3,550	23,957	47,725	19 11	3 1
		Girls	5	18	349	367	331	258	1,716	...	...	461	...	5,816	7,993	23 3	5 2
	Unaided	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools	Boys	396	1,000	22,080	23,080	22,234	15,680	2,71,311	15,412	52,847	12,899	10,788	24,130	3,87,188	17 3	12 5
		Girls	37	146	2,676	2,822	2,776	1,870	26,554	3,657	13,160	461	...	5,755	49,587	17 13	9 1
	Total, Day Schools		433	1,146	24,756	25,902	25,010	17,550	2,97,865	19,069	66,007	13,061	10,788	30,285	4,36,775	17 2	11 1
	Night Schools.																
	Aided	Boys	1	20	57	77	56	36	59	...	308	...	...	...	367	6 8	1 0
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools		1	20	57	77	56	36	59	...	308	...	...	...	367	6 8	1 0
	Total, Day and Night Schools	Boys	397	1,020	22,137	23,157	22,290	16,721	2,71,370	15,412	53,155	12,899	10,788	24,130	3,87,555	17 6	12 2
		Girls	37	146	2,676	2,822	2,776	1,870	26,554	3,657	13,160	461	...	5,755	49,587	17 13	9 9
	Total, Day and Night Schools		434	1,166	24,813	25,979	25,066	17,571	2,97,924	19,069	66,315	13,061	10,788	30,285	4,37,142	17 7	11 14

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Stage.	Primary Lower Stage.	Primary Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	BOMBAY DIVISION—*continued.*																
	Day Schools.																
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	419	1,804	21,524	23,028	22,210	17,154	2,80,051	57,340	...	8,871	...	...	3,35,273	18 15	13 0
		Girls	18	31	966	997	968	651	14,938	...	...	...	...	...	14,938	18 6	15 6
	Municipal	Boys	39	737	4,773	5,510	5,262	4,182	50,813	1,609	43,082	18,805	...	171	1,07,370	20 6	9 10
		Girls	13	46	1,398	1,444	1,324	1,208	8,705	294	13,777	...	10	705	23,849	17 4	6 9
	Aided	Boys	19	30	1,718	1,748	1,733	1,416	6,033	...	244	1,732	974	10,995	19,978	14 0	3 12
		Girls	8	18	569	594	637	435	3,849	...	...	5	300	6,320	11,524	26 10	6 5
	Unaided	Boys	1	...	4	4	3	4	...	...	...	...	...	512	512	102 6	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools	Boys	479	2,571	28,219	30,790	29,230	22,756	3,46,520	58,943	43,326	18,809	974	17,078	4,88,735	16 11	11 13
		Girls	37	92	2,934	3,035	2,929	2,299	27,491	294	13,777	5	300	8,394	49,811	17 3	9 7
	Total Day Schools		516	2,663	31,273	33,935	32,159	25,155	3,74,010	59,237	57,103	18,873	1,274	25,472	5,38,546	16 12	11 10
Nadia	*Night Schools.*																
	Local Board	Boys	1	...	20	20	20	12	54	...	...	...	...	...	54	2 11	2 11
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	Boys	2	...	26	26	21	20	60	4	76	...	...	...	140	6 10	2 15
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	Boys	1	...	55	55	48	40	72	...	...	...	150	650	872	17 2	1 9
	Total Night Schools	Boys	4	...	101	101	89	72	186	4	76	...	150	650	1,066	11 4	2 3
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day and Night Schools	Boys	483	2,571	28,420	31,091	29,319	22,828	3,46,715	58,943	43,402	18,809	1,124	17,728	4,89,801	16 11	11 13
		Girls	37	92	2,963	3,045	2,929	2,299	27,491	294	13,777	5	300	8,394	50,811	17 3	9 7
	Total Day and Night Schools		520	2,663	31,373	34,036	32,248	25,127	3,74,196	59,237	57,179	18,873	1,424	26,122	5,40,612	16 12	11 9
	Day Schools.																
	Government	Boys	1	6	...	36	35	33	1,915	...	...	...	...	...	1,915	54 11	54 11
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	295	736	12,839	13,577	13,241	8,809	2,09,548	4,902	...	7,020	106	...	2,18,576	16 8	15 9
		Girls	15	14	685	699	681	413	9,177	539	...	...	...	...	9,716	15 6	14 4
	Municipal	Boys	10	235	2,110	2,345	2,264	1,775	20,150	3,472	14,729	2,329	121	...	40,872	17 2	8 7
		Girls	6	26	487	513	512	366	4,500	149	4,171	...	...	...	8,820	14 0	7 3
	Aided	Boys	20	13	538	551	521	604	1,812	...	26	878	...	7,184	9,900	12 1	2 3
		Girls	5	20	125	145	143	106	621	...	...	74	...	1,545	2,240	15 10	4 5
	Total, Day Schools	Boys	322	992	15,787	16,779	16,462	11,221	2,33,005	8,464	14,754	10,226	227	7,184	2,71,063	16 7	13 15
Kolkta		Girls	24	60	1,307	1,417	1,386	904	14,298	688	4,171	74	...	1,545	20,776	14 15	10 4
	Total, Day Schools		346	1,052	17,144	18,196	17,848	12,125	2,47,303	9,152	18,925	10,312	227	8,729	2,92,138	16 5	13 11
	Night Schools.																
	Local Board	Boys	7	...	81	88	83	47	472	26	...	...	...	...	498	6 0	5 10
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools		7	...	81	88	83	47	472	26	...	...	...	...	498	6 0	5 10
	Total, Day and Night Schools	Boys	329	992	15,871	16,867	16,545	11,268	2,31,477	8,490	14,754	10,226	227	7,184	2,71,560	16 6	13 15
		Girls	24	60	1,357	1,417	1,386	904	14,298	688	4,171	74	...	1,545	20,776	14 15	10 4
	Total, Day and Night Schools		353	1,052	17,229	18,284	17,931	12,172	2,45,775	9,178	18,925	10,312	227	8,729	2,92,336	16 5	13 10

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institution.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Stage.	Lower Primary.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
1	2		3	4	4 (a)	4 (b)	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.
	Bombay Division—continued.																
	Day Schools.																
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	459	1,808	24,019	26,517	25,832	18,832	3,52,318	...	...	5,311	...	...	3,57,629	15 0	14 12
		Girls	43	13	1,603	1,616	1,616	1,128	20,771	...	...	...	...	...	20,771	18 7	18 7
	Municipal	Boys	92	661	3,732	3,393	3,304	3,761	28,542	2,710	17,809	3,542	344	...	52,948	15 6	8 5
		Girls	9	85	860	945	926	685	6,407	296	7,477	...	53	...	13,271	14 5	5 15
Ratnagiri	Aided	Boys	57	...	2,961	2,961	2,132	2,096	5,446	...	160	2,097	470	7,148	15,921	8 4	2 2
		Girls	6	8	254	262	270	184	582	...	31	18	...	1,700	1,929	7 2	2 2
	Unaided	Boys	5	...	126	126	96	64	...	...	...	...	...	1,179	1,179	12 5	...
		Girls	2	19	65	104	95	82	...	...	...	...	...	1,079	1,079	11 5	...
	Total, Day Schools	Boys	573	2,560	30,137	32,716	31,833	23,723	4,16,107	2,710	18,029	11,551	814	9,301	4,57,533	14 5	13 1
		Girls	60	125	2,802	2,967	2,907	2,079	33,818	296	7,513	10	53	2,779	43,07	13 13	12 5
	Total, Day Schools		633	2,684	32,939	35,647	34,740	25,802	4,51,925	3,006	25,542	11,569	873	10,700	5,00,602	14 7	13 0
	Day Schools.																
	Government	Boys	1	50	...	50	35	33	1,913	...	...	...	...	...		54 11	54 11
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	1,408	5,143	74,074	79,167	76,148	55,502	10,00,617	72,662	...	26,872	2,344	...	13,06,486	15 11	14 5
		Girls	91	93	4,271	4,364	4,271	3,946	68,630	3,006	...	...	...	...	71,636	16 13	16 1
	Municipal	Boys	987	2,167	37,132	39,299	39,338	29,210	4,07,706	12,717	9,91,197	45,012	465	16,685	14,73,580	32 7	30 8
		Girls	132	706	14,010	14,716	13,808	9,718	1,49,600	1,619	70,841	13,072	793	9,320	5,96,356	42 14	11 11
	Aided	Boys	126	181	17,341	17,522	17,230	14,245	26,162	755	84,676	82,338	59,901	1,47,302	1,50,164	31 15	16 7
		Girls	60	210	5,655	5,865	5,887	4,139	9,200	...	43,386	39,724	29,605	76,925	1,01,805	32 9	10 9
	Unaided	Boys	21	...	1,540	1,540	1,573	1,072	...	...	...	11,603	18,870	7,811	38,483	35 3	...
		Girls	5	19	354	373	372	321	...	...	...	4,518	...	1,079	5,597	15 2	...
	Total, Day Schools	Boys	2,641	7,947	130,087	137,604	134,374	99,762	15,35,198	87,134	10,75,873	1,66,151	66,605	1,71,798	30,92,453	23 0	11 4
		Girls	288	1,128	24,290	25,368	24,428	17,124	2,40,930	4,885	4,31,229	61,734	30,398	86,724	8,65,781	35 7	9 12
Abstract Bombay Division.	Total, Day Schools		2,929	9,075	154,137	162,972	158,802	116,887	17,66,128	92,019	15,37,102	2,17,885	97,001	2,58,522	39,57,234	24 14	11 10
	Night Schools.																
	Boys.																
	Local Board		8	...	103	103	103	89	226	26	...	...	...		252	5 5	5 1
	Municipal		36	22	1,140	1,162	1,140	975	48,125	4	39,947	1,306	...	2,648	91,234	81 12	43 9
	Aided		22	151	763	916	819	608	131	...	3,008	751	720	4,941	9,550	11 9	0 7
	Total, Night Schools		65	175	2,006	2,181	2,062	1,672	50,382	30	42,955	2,057	720	7,589	1,03,241	56 1	14 6
	Total, Day and Night Schools	Boys	2,906	8,122	133,945	140,067	136,436	100,104	15,75,781	85,564	11,19,326	1,68,376	67,833	1,79,487	31,94,780	23 6	11 6
		Girls	288	1,128	24,290	25,368	24,428	17,124	2,40,930	4,885	4,31,229	61,734	30,398	86,724	8,65,781	35 6	9 12
	Total, Day and Night Schools		3,194	9,250	158,235	165,435	160,864	117,228	18,16,711	90,449	15,50,555	2,19,960	97,231	2,66,211	40,60,561	25 3	11 4

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Primary Upper Stage.	Primary Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government funds.
1	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
	CENTRAL DIVISION.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs. a.	Rs. a.
	Day Schools.																
	Government	Boys	3	80	491	576	555	360	12,730	...	...	427	...	...	13,157	23 11	22 15
		Girls	2	31	236	267	250	189	13,013	...	...	...	...	...	13,013	76 1	76 1
	Local Board	Boys	322	1,519	23,391	25,800	25,761	19,578	3,07,921	21,723	...	10,125	...	185	3,94,052	15 5	14 1
		Girls	19	23	887	910	877	596	19,877	...	...	...	...	...	19,877	21 10	22 10
	Municipal	Boys	41	720	3,694	4,414	4,264	4,721	79,723	3,997	43,876	6,363	...	1,091	1,34,900	31 7	12 12
		Girls	24	61	2,015	2,076	2,003	1,791	234	..	64,696	...	...	6	64,935	32 3	... ...
	Aided	Boys	87	97	6,699	6,793	6,605	7,471	37,347	200	1,000	16,609	3395	61,661	1,21,812	17 7	5 3
		Girls	31	80	2,364	2,424	2,331	1,760	15,362	100	50	3,321	420	34,132	54,840	22 15	6 7
	Unaided	Boys	15	...	343	343	337	260	...	...	...	...	...	...	...	...	...
		Girls	2	38	473	511	437	370	...	...	...	...	...	...	...	...	...
	Total Day Schools.	Boys	471	2,415	38,919	40,925	38,802	29,719	4,50,731	27,941	44,876	33,824	3,395	62,937	6,04,571	16 10	12 6
		Girls	78	233	6,405	6,638	6,300	4,714	34,470	400	64,736	3,338	420	34,800	1,38,064	21 1	7 14
	Total Day Schools		749	2,649	44,324	47,623	46,772	34,433	5,45,171	27,940	1,09,612	36,160	4,334	97,137	7,42,634	17 10	11 10
	Night Schools.																
	Local Board	Boys	8	...	156	185	165	100	763	...	...	...	...	...	763	4 10	4 10
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	Boys	1	...	30	31	41	29	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	Boys	15	76	587	662	621	507	1,900	...	...	375	...	4,947	7,262	11 12	3 9
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools.	Boys	24	76	808	883	827	637	2,723	...	...	375	...	4,947	8,045	9 12	3 5
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools		24	76	808	883	827	637	2,723	...	...	375	...	4,947	8,045	9 12	3 5
	Total Day and Night Schools.	Boys	695	2,491	39,917	41,876	40,719	30,346	4,93,494	27,940	44,876	36,199	3,395	67,284	6,72,4.6	16 8	12 2
		Girls	78	233	6,405	6,638	6,300	4,714	34,470	400	64,736	3,338	420	34,800	1,38,064	21 1	7 14
	Total Day and Night Schools		773	2,724	46,322	48,507	47,019	35,060	5,47,964	27,940	1,09,612	39,535	4,334	1,02,084	8,21,049	17 7	11 8
	Day Schools.																
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	338	2,694	28,246	30,284	28,810	22,045	3,82,940	37,662	...	15,861	...	53	4,35,466	15 2	13 4
		Girls	30	29	1,129	1,158	1,123	744	19,486	...	...	...	...	...	19,486	17 6	17 8
	Municipal	Boys	39	1,108	4,543	5,690	5,431	4,453	43,312	2,967	23,794	4,742	...	237	78,042	14 6	8 0
Satara		Girls	13	57	1,104	1,161	1,095	769	...	...	12,847	...	...	12	12,859	16 0	...
	Aided	Boys	77	21	2,890	2,911	2,828	2,312	8,109	...	300	2,959	314	17,760	30,186	10 11	2 14
		Girls	12	14	467	481	458	359	2,067	...	...	...	146	5,110	7,323	16 11	5 8
	Unaided	Boys	2	...	53	53	51	43	...	...	...	...	...	...	...	...	...
		Girls	1	...	20	20	18	17	...	...	...	...	...	...	...	...	...
	Total Day Schools.	Boys	449	3,823	35,732	39,548	37,120	29,773	4,34,361	41,639	24,094	23,564	314	18,050	5,43,696	14 3	11 11
		Girls	56	100	2,720	2,820	2,705	1,889	22,053	...	15,347	...	146	5,122	42,678	15 12	8 3
	Total Day Schools		505	3,923	38,445	42,368	39,825	31,662	4,56,414	41,639	41,441	23,564	460	23,172	5,86,374	14 12	11 7

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Class.	Lower Class.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2		3	4	4a	45	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs.
	CENTRAL DIVISION—*continued.*																
	Night Schools.																
Satara—*continued.*	Local Board ...	Boys ...	1	...	22	22	22	13	29	...	...	...	...	...	29	1 11	1 11
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	Boys ...	4	...	96	96	90	75	263	...	...	56	...	252	571	6 7	2 15
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools.	Boys ...	5	...	118	118	112	88	292	...	...	56	...	252	610	5 6	2 11
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...		5	...	118	118	112	88	292	...	...	56	...	252	610	5 6	2 11
	Total Day and Night Schools.	Boys ...	624	3,822	35,847	39,669	37,233	29,861	4,34,647	41,659	26,094	23,800	314	19,302	5,46,306	14 10	11 12
		Girls ...	46	100	2,720	2,820	2,766	1,899	22,053	...	16,347	...	116	3,122	43,678	15 12	5 3
	Total Day and Night Schools ...		710	3,922	38,567	42,489	39,998	31,760	4,56,710	41,659	42,441	23,800	430	22,424	5,89,984	14 11	11 7
	Day Schools.																
Sholapur	Government ...	Boys ...	1	...	482	482	506	378	1,139	...	...	...	...	...	1,139	2 4	1 4
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ...	Boys ...	360	1,152	16,954	18,106	18,013	13,231	2,44,430	1,134	...	9,476	...	3,834	2,58,883	14 6	13 9
		Girls ...	19	9	520	529	510	641	10,909	...	...	...	...	...	10,909	11 14	11 14
	Municipal ...	Boys ...	30	579	5,709	6,288	6,400	4,874	65,546	2,459	31,720	2,867	...	508	1,02,104	16 1	10 4
		Girls ...	14	66	2,086	2,152	2,091	1,449	...	...	40,458	...	...	...	40,458	19 6	...
	Aided ...	Boys ...	26	16	2,663	2,679	2,659	2,050	4,626	...	...	6,357	1,686	14,364	27,012	10 3	1 12
		Girls ...	8	5	376	381	380	247	3,924	...	...	...	1,353	8,208	12,985	21 0	4 15
	Total Day Schools.	Boys ...	430	1,747	25,808	27,835	27,577	20,832	3,15,744	3,593	31,720	18,700	1,686	18,706	3,50,948	14 2	11 7
		Girls ...	41	80	3,102	3,072	2,990	2,542	13,733	...	40,458	...	1,353	8,208	63,052	17 12	3 12
	Total Day Schools ...		477	1,827	28,910	31,227	31,167	23,379	3,29,477	3,593	72,178	18,700	3,038	26,914	4,51,000	14 9	10 9
	Day Schools.																
Ahmednagar	Government ...	Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ...	Boys ...	461	1,704	18,796	20,500	20,672	16,149	3,36,488	11,890	...	9,759	...	436	3,58,573	17 6	15 13
		Girls ...	27	34	1,418	1,452	1,492	971	21,921	...	...	...	...	...	21,921	14 11	14 11
	Municipal ...	Boys ...	19	806	3,168	3,974	3,907	3,157	41,098	1,182	19,205	2,367	...	67	65,899	16 11	10 8
		Girls ...	10	53	974	1,027	1,009	728	...	...	17,702	14	...	...	17,716	17 9	...
	Aided ...	Boys ...	177	36	4,921	4,960	4,771	3,686	19,912	...	...	546	671	21,599	42,728	11 0	12 15
		Girls ...	12	76	920	1,020	1,022	833	6,581	...	100	41	269	19,044	26,035	25 8	6 7
	Unaided ...	Boys ...	10	...	323	323	376	106	...	...	...	...	...	1,811	1,811	16 5	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools.	Boys ...	667	2,649	27,208	29,857	29,326	22,119	3,81,449	23,072	19,205	13,672	671	19,805	4,02,253	16 11	12 13
		Girls ...	49	163	3,342	3,505	3,523	2,532	28,502	...	17,802	55	269	19,044	65,672	18 8	9 10
	Total Day Schools ...		706	2,812	30,550	33,112	33,049	24,651	4,09,951	23,072	37,007	13,727	940	72,930	5,67,925	16 14	12 6

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs a.
	CENTRAL DIVISION—*continued.*																
	Night Schools.																
	Local Board ...	Boys ...	13	...	210	210	212	112	590	...	...	...	...	...	590	7 13	2 13
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	Boys ...	2	...	20	20	20	15	48	...	...	...	...	...	48	3 6	3 6
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ahmednagar—*contd.*	Total Night Schools.	Boys ...	15	...	230	230	232	127	638	...	...	...	...	...	638	3 13	3 13
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...		15	...	230	230	232	127	638	...	...	...	...	...	638	3 13	3 13
	Total Day and Night Schools.	Boys ...	672	2,909	27,438	29,847	29,758	22,245	3,82,089	21,072	19,205	13,871	671	53,895	4,92,891	16 9	11 13
		Girls ...	49	151	2,842	2,495	3,523	2,539	28,802	...	17,862	55	269	19,044	65,672	18 8	9 10
	Total Day and Night Schools ...		721	3,062	30,710	33,342	33,281	24,783	4,10,888	21,072	37,067	13,927	940	72,939	5,58,563	16 13	12 5
	Day Schools.																
	Government ...	Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ...	Boys ...	400	3,724	33,572	37,696	37,713	29,321	4,83,669	54,159	...	19,402	...	154	5,57,384	14 12	12 13
		Girls ...	34	4	1,524	1,528	1,474	1,056	22,556	...	...	...	...	...	22,556	15 5	15 5
	Municipal ...	Boys ...	51	1,591	8,088	9,679	9,413	7,118	98,883	11,474	61,980	6,568	...	1523	1,80,334	19 9	10 8
		Girls ...	25	55	1,957	2,012	2,020	1,575	...	...	...	29,162	...	220	29,382	19 8	...
	Aided ...	Boys ...	7	...	296	296	296	222	584	...	284	...	763	...	1631	5 8	2 ...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
East-Khandesh.	Total Day Schools.	Boys ...	857	5,315	42,256	47,671	47,422	36,670	5,83,136	65,633	62,174	25,968	763	1,675	7,39,349	15 9	12 5
		Girls ...	59	59	3,481	3,540	3,494	2,329	22,556	...	29,162	...	...	220	51,938	17 12	6 7
	Total Day Schools ...		916	5,374	45,737	51,111	50,916	38,999	6,05,692	65,633	1,01,336	25,968	763	1,895	8,01,287	15 12	11 14
	Night Schools.																
	Municipal ...	Boys ...	2	...	45	45	41	20	...	...	...	...	...	...	...	...	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools.	Boys ...	2	...	45	45	41	20	...	...	...	...	...	...	...	...	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...		2	...	45	45	41	20	...	...	...	...	...	...	...	...	...
	Total Day and Night Schools.	Boys ...	859	5,315	42,301	47,716	47,463	36,690	5,83,136	65,633	62,174	25,968	763	1,675	7,39,349	15 9	12 5
		Girls ...	59	59	3,481	3,540	3,494	2,329	22,556	...	29,162	...	...	220	51,938	17 12	6 7
	Total Day and Night Schools ...		918	5,374	45,782	51,156	50,957	38,919	6,05,692	65,633	1,01,336	25,968	763	1,895	8,01,287	15 12	11 14
	Day Schools.																
	Government ...	Boys ...	1	64	149	213	190	149	4,682	...	...	242	...	...	4,924	25 15	24 10
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ...	Boys ...	238	1,106	13,141	14,347	14,139	10,695	2,17,957	8,398	...	6,381	...	5,676	2,42,007	17 1	15 7
		Girls ...	17	4	748	752	741	490	11,157	...	...	...	...	...	11,157	15 1	15 1
West-Khandesh.	Municipal ...	Boys ...	28	900	3,911	4,811	4,489	3,098	52,785	3,958	26,432	3,911	...	415	89,331	20 2	11 14
		Girls ...	13	26	902	928	926	663	...	...	12,439	...	...	1	12,430	13 7	...
	Aided ...	Boys ...	11	38	448	486	465	348	1,551	...	...	...	341	7,429	9,321	20 1	3 5
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ...	Boys ...	2	...	81	81	48	44	...	...	...	...	...	...	...	...	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools.	Boys ...	298	2,208	17,730	19,938	19,292	14,854	2,76,975	12,356	26,432	10,534	341	17,150	3,45,753	17 15	14 6
		Girls ...	30	30	1,650	1,680	1,667	1,153	11,157	...	12,439	...	...	1	23,597	14 7	6 11
	Total, Day Schools ...		328	2,238	19,380	21,618	20,959	16,007	2,88,132	12,356	40,861	10,534	341	17,151	3,69,370	17 10	13 13

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Roll on 31st March 1922. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	4a	46	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
West Khandesh—contd.	CENTRAL DIVISION—*continued.*															
	Night Schools.															
	Local Board ... Boys ...	1	...	22	22	22	13	103	...	...	...	...	...	103	4 8	4 8
	Local Board ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools. Boys ...	1	...	22	22	22	13	103	...	...	...	...	...	103	4 8	4 8
	Total, Night Schools. Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	1	...	22	22	22	13	103	...	...	...	...	...	103	4 8	4 8
	Total, Day and Night Schools. Boys' ...	290	2,298	17,702	19,900	19,315	14,967	2,77,073	11,866	28,412	10,534	341	17,130	3,45,866	17 15	14 5
	Total, Day and Night Schools. Girls ...	30	30	1,650	1,680	1,687	1,153	11,157	...	12,429	...	...	1	23,587	14 2	6 11
	Total, Day and Night Schools	329	2,328	19,402	21,640	20,982	16,020	2,88,230	11,866	40,841	10,534	341	17,131	3,69,453	17 10	13 12
	Day Schools.															
	Government ... Boys ...	5	144	1,127	1,271	1,210	937	18,541	...	...	669	...	...	19,210	15 6	14 13
	Government ... Girls ...	2	31	226	257	250	199	19,013	...	...	...	...	...	19,013	76 0	76 0
	Local Board ... Boys ...	2,635	12,059	136,194	148,253	145,108	110,434	20,15,799	1,47,006	...	79,524	12,940	...	22,47,269	15 7	13 14
	Local Board ... Girls ...	146	93	6,636	6,729	6,617	4,504	1,03,706	...	...	...	...	...	1,03,706	15 12	15 10
	Municipal ... Boys ...	264	5,504	32,112	38,616	35,965	27,919	3,81,241	24,847	3,11,007	17,630	...	3,840	6,50,580	18 7	10 10
	Municipal ... Girls ...	99	318	9,538	9,856	10,075	6,680	262	...	1,59,781	14	...	941	1,90,998	18 14	...
	Aided ... Boys ...	365	111	17,914	18,125	18,014	14,660	68,103	2.0	1,581	19,501	7,169	1,32,213	2,56,830	14 4	3 10
	Aided ... Girls ...	63	178	4,347	4,527	4,472	3,394	27,433	400	150	3,379	2,617	67,154	1,01,133	22 9	6 2
	Unaided ... Boys ...	29	...	792	792	592	572	...	...	...	...	...	1,811	1,811	3 0	...
	Unaided ... Girls ...	3	38	493	531	445	300	...	...	...	...	...	...	...	...	...
	Total, Day Schools. Boys ...	3,061	17,918	187,238	205,156	200,829	159,571	7,48,748	1,71,853	3,12,591	1,18,330	21,109	1,17,873	21,70,400	15 13	12 5
	Total, Day Schools. Girls ...	313	615	21,250	21,865	21,859	15,185	1,52,481	400	1,89,934	3,393	2,607	67,395	4,16,210	19 0	6 15
Ahmedabad, Central Division.	Total, Day Schools ...	3,374	18,533	208,488	227,021	222,688	169,036	20,34,229	1,72,253	4,02,525	1,21,723	23,716	2,33,268	25,91,610	16 2	11 12
	Night Schools.															
	Local Board ... Boys ...	23	...	439	439	423	284	1,460	...	...	...	...	...	1,460	3 8	3 8
	Local Board ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys ...	2	...	81	81	82	40	...	...	...	...	...	...	...	...	...
	Municipal ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys ...	21	75	703	778	731	507	2,271	...	...	431	...	5,199	7,901	10 13	3 1
	Aided ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools. Boys ...	47	75	1,223	1,298	1,236	875	3,766	...	...	431	...	5,199	9,361	7 9	3 0
	Total, Night Schools. Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	47	75	1,223	1,298	1,236	875	3,766	...	...	431	...	5,199	9,361	7 9	3 0
	Total, Day and Night Schools. Boys ...	3,108	17,993	188,439	206,452	202,058	159,846	18,52,510	1,72,853	3,12,591	1,18,761	21,109	1,23,072	21,84,761	15 12	12 4
	Total, Day and Night Schools. Girls ...	313	615	21,250	21,865	21,859	15,185	1,52,481	400	1,89,934	3,393	2,607	67,395	4,16,210	19 0	6 15
	Total, Day and Night Schools	3,421	18,608	209,709	228,317	223,924	169,031	20,37,991	1,73,253	4,02,525	1,22,154	23,716	2,30,467	26,01,000	16 1	11 12

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Stage.	Lower Primary Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
	NORTHERN DIVISION.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Day Schools.																
	Government ...	Boys ...	1	79	487	566	562	396	16,803	...	...	515	...	3	17,321	30 13	30 13
		Girls ...	2	20	194	214	215	147	8,228	...	...	...	...	...	8,230	38 4	38 4
	Local Board ...	Boys ...	312	2,498	16,738	19,146	18,821	14,118	3,48,879	...	...	738	...	...	3,49,619	18 1	18 1
		Girls ...	56	243	2,703	2,996	2,923	2,116	53,486	...	...	...	...	...	53,486	18 2	18 2
	Municipal ...	Boys ...	60	841	5,913	6,754	11,116	8,729	1,05,488	2,804	96,298	12,331	10	361	2,17,717	19 5	9 8
		Girls ...	25	146	1,958	2,104	3,098	2,144	31,502	883	42,042	...	12	90	75,159	24 9	10 5
	Aided ...	Boys ...	40	105	2,181	2,284	2,113	1,624	6,401	...	...	757	...	21,181	28,467	13 5	3 6
		Girls ...	15	319	1,978	2,297	2,103	1,556	9,814	...	2,586	...	985	18,410	31,795	14 7	4 7
	Unaided ...	Boys ...	7	22	350	372	397	344	...	...	...	...	2,972	1,505	4,477	11 5	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ahmedabad ...	Total, Day Schools.	Boys ...	419	3,456	25,066	29,122	33,128	25,211	4,78,071	3,684	96,798	14,341	2,982	22,900	6,17,835	16 10	14 7
		Girls ...	98	627	6,884	7,511	8,421	5,963	1,03,030	883	45,228	...	997	18,500	1,68,631	20 0	12 4
	Total, Day Schools ...		505	4,083	32,550	36,633	41,549	31,174	5,81,101	3,717	1,42,026	14,341	3,979	41,400	7,86,163	16 14	13 15
	Night Schools.																
	Municipal ...	Boys ...	7	3	108	111	129	59	1,000	...	1,322	...	...	...	2,322	19 0	7 12
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...		7	3	108	111	129	59	1,000	...	1,322	...	...	...	2,322	19 0	7 12
	Total, Day and Night Schools.	Boys ...	426	3,459	25,174	29,233	33,257	25,270	4,79,071	3,684	97,620	14,341	2,982	22,900	6,19,854	16 13	14 7
		Girls ...	98	627	6,884	7,511	8,421	5,963	1,03,030	883	45,228	...	997	18,500	1,68,631	20 0	12 4
	Total, Day and Night Schools ...		524	4,086	32,058	36,744	41,678	31,233	5,82,101	3,717	1,42,848	14,341	3,979	41,400	7,88,485	16 9	12 15
	Day Schools.																
	Government ...	Boys ...	...	...	...	...	...	...	10,514	...	...	...	...	...	10,514	...	...
		Girls ...	...	...	...	...	...	...	2,420	...	...	...	...	...	2,420	...	...
	Local Board ...	Boys ...	321	4,019	22,704	26,762	25,430	19,085	3,74,431	18,212	...	10,050	13,758	...	4,16,451	16 6	14 11
		Girls ...	32	290	3,411	3,701	3,379	2,483	76,206	2,000	...	...	1,500	...	79,706	32 5	31 8
	Municipal ...	Boys ...	30	622	3,516	4,138	4,305	3,302	38,39[illegible]	1,438	29,973	2,168	237	...	69,304	14 6	6 8
		Girls ...	13	104	1,566	1,670	1,837	1,104	11,348	224	12,684	1	92	...	24,347	13 13	6 7
	Aided ...	Boys ...	151	433	6,775	7,208	6,731	5,052	12,983	...	120	292	99	70,971	84,435	11 11	1 12
		Girls ...	8	93	609	702	647	526	2,853	...	108	35	618	6,[illegible]50	9,766	13 12	3 4
	Total, Day Schools.	Boys ...	518	5,370	35,519	38,290	36,800	27,539	4,36,331	19,650	70,094	12,510	14,054	70,971	5,73,764	15 12	11 11
		Girls ...	73	527	5,586	6,163	5,854	4,113	92,942	2,224	12,792	36	2,210	6,000	1,16,196	19 14	13 14
Kaira ...	Total, Day Schools ...		591	5,847	36,805	44,452	42,421	31,642	5,19,324	21,874	82,890	12,646	16,264	77,971	6,90,960	16 4	12 4
	Night Schools.																
	Aided ...	Boys ...	4	...	77	77	81	54	12[illegible]	...	...	...	...	700	88[illegible]	11 6	1 1
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...		4	...	77	77	81	54	12[illegible]	...	...	...	...	700	88[illegible]	11 6	1 1
	Total, Day and Night Schools.	Boys ...	522	5,370	35,596	38,366	36,650	27,593	4,36,503	19,650	70,094	12,510	14,054	71,671	5,74,652	15 10	11 9
		Girls ...	73	527	5,586	6,163	5,854	4,113	92,942	2,224	12,792	36	2,210	6,000	1,16,196	19 14	13 14
	Total, Day and Night Schools ...		595	5,847	36,882	44,529	42,504	31,696	5,19,445	21,874	82,890	12,646	16,264	77,871	6,90,848	16 4	12 3

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
	NORTHERN DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Day Schools.															
	Local Board ... Boys ...	159	922	6,911	7,833	7,851	5,092	1,61,635	2,000	...	...	...	...	1,63,635	19 9	19 8
	Local Board ... Girls ...	10	19	910	929	970	645	18,118	648	...	...	...	...	18,766	19 6	18 11
	Municipal ... Boys ...	9	221	1,607	1,828	1,737	1,341	12,971	788	13,724	589	133	6	28,061	18 2	7 8
	Municipal ... Girls ...	5	44	715	759	746	497	4,533	289	4,173	...	...	4	9,049	12 2	6 2
Tuach Mahlis.	Aided ... Boys ...	10	54	614	668	631	525	1,313	...	...	314	...	6,005	6,319	10 6	1 10
	Aided ... Girls ...	12	40	819	859	837	697	2,370	...	...	...	...	7,776	10,146	12 0	2 4
	Total, Day Schools. ... Boys ...	177	1,207	9,152	10,359	10,231	7,455	1,66,797	2,738	13,724	903	133	6,001	1,88,300	18 7	16 3
	Total, Day Schools. ... Girls ...	33	143	2,444	2,587	2,583	1,839	20,052	937	4,173	...	...	7,780	27,942	14 15	9 15
	Total, Day Schools. ...	210	1,350	11,596	12,946	12,790	9,294	1,86,790	3,675	17,897	903	133	13,841	2,16,242	17 12	14 13
	Day Schools.															
	Local Board ... Boys ...	211	1,611	12,281	13,900	14,198	10,182	2,16,448	29,193	...	4,521	14,279	...	2,63,541	18 6	15 3
	Local Board ... Girls ...	29	166	1,640	1,746	1,806	1,168	27,270	7,903	...	...	1,500	...	36,673	19 2	16 2
	Municipal ... Boys ...	17	479	2,247	2,726	2,673	2,065	25,567	928	25,050	1,515	170	...	53,050	19 6	9 8
	Municipal ... Girls ...	12	104	1,718	1,853	1,842	867	12,378	837	11,103	134	121	...	24,136	19 7	9 11
	Aided ... Boys ...	11	10	671	681	662	453	5,216	...	200	34	6,336	...	8,750	17 11	3 3
	Aided ... Girls ...	5	32	336	368	350	287	1,873	...	50	187	5,712	...	7,822	21 8	5 6
	Unaided ... Boys ...	1	...	66	66	66	52	...	...	...	...	2,678	...	2,678	39 12	...
	Unaided ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools. ... Boys ...	261	2,204	15,272	17,476	17,932	12,852	2,45,025	30,221	25,250	6,070	23,493	...	3,28,020	18 9	14 9
	Total, Day Schools. ... Girls ...	46	242	3,214	3,456	3,292	2,353	41,521	2,227	11,315	331	7,344	...	62,638	19 1	12 6
	Total, Day Schools ...	306	2,446	18,486	20,932	20,924	15,205	2,86,546	32,448	36,565	6,401	30,837	...	3,90,658	18 11	13 10
	Night Schools.															
	Municipal ... Boys ...	1	2	32	34	33	21	...	...	103	...	...	...	103	3 5	...
	Municipal ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools. ... Boys ...	1	2	32	34	33	21	...	...	103	...	...	...	103	3 5	...
	Total, Night Schools. ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day and Night Schools. ... Boys ...	262	2,206	15,404	17,510	17,965	12,874	2,45,025	30,221	25,353	6,070	23,493	...	3,28,123	18 9	13 12
	Total, Day and Night Schools. ... Girls ...	45	242	3,214	3,456	3,292	2,353	41,521	2,227	11,315	331	7,344	...	62,638	19 1	12 10
	Total, Night and Day Schools. ...	307	2,448	18,618	20,966	20,947	15,227	2,86,546	32,448	36,568	6,401	30,837	...	3,90,761	19 10	13 9
	Day Schools.															
	Government ... Boys ...	...	...	...	...	...	...	47,709	...	...	...	...	...	47,709	...	...
	Government ... Girls ...	...	...	...	...	...	...	3,930	...	...	...	...	...	3,930	...	...
	Local Board ... Boys ...	398	2,832	18,419	20,652	20,077	18,257	4,28,230	29,345	...	265	...	...	4,57,840	17 6	16 4
	Local Board ... Girls ...	42	164	2,317	2,481	2,464	1,608	37,501	1,495	...	...	...	...	39,496	15 14	15 2
	Municipal ... Boys ...	47	101	2,476	2,577	4,649	3,585	40,802	640	80,245	1,117	...	1,314	1,24,078	34 11	8 13
	Municipal ... Girls ...	21	68	914	982	1,194	1,816	14,264	104	27,788	...	...	365	42,521	21 6	9 0
	Aided ... Boys ...	19	108	1,429	1,537	1,594	1,382	6,779	...	200	108	7,837	12,906	27,830	17 8	4 4
	Aided ... Girls ...	10	83	1,070	1,153	1,234	901	8,976	...	2,000	...	11,713	10,209	32,898	24 10	6 8
	Unaided ... Boys ...	3	...	279	279	279	235	...	...	...	...	3,451	2,356	5,777	20 11	...
	Unaided ... Girls ...	6	48	954	1,002	960	609	...	...	...	...	...	17,333	17,333	17 13	...
	Total Day Schools. ... Boys ...	457	2,809	23,553	31,355	32,599	23,359	5,18,633	29,985	80,446	1,488	11,288	16,476	6,68,586	8 13	1 7
	Total Day Schools. ... Girls ...	85	363	5,255	5,618	6,052	4,934	64,781	2,099	29,788	...	11,713	27,907	1,36,288	23 10	3 6
	Total, Day Schools ...	542	3,165	33,808	36,973	38,968	27,293	5,83,414	32,074	1,10,234	1,488	22,981	44,383	7,94,874	20 12	14 11
	Night Schools.															
	Aided ... Boys ...	2	13	155	168	178	55	158	...	336	...	...	409	903	5 1	0 14
	Aided ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	2	13	155	168	178	55	158	...	336	...	...	409	903	5 1	0 14
	Total, Day and Night Schools. ... Boys ...	459	2,822	23,708	31,523	32,777	23,414	5,18,791	29,985	80,782	1,488	11,288	16,885	6,69,486	20 2	15 14
	Total, Day and Night Schools. ... Girls ...	85	363	5,255	5,618	6,052	4,934	64,781	2,099	29,788	...	11,713	27,907	1,36,288	23 10	3 6
	Total, Day and Night Schools ...	544	3,185	33,963	37,141	38,829	28,348	5,83,572	32,074	1,10,570	1,488	22,981	44,792	7,95,677	6 6	1 15

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Stage.	Lower Primary Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Education each Pupil. Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
	NORTHERN DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Day Schools.															
Baroda Camp.	Government ... Boys	1	17	82	99	105	81	2,798	...	...	145	10	...	2,953	28 2	26 11
	Girls	1	5	47	52	50	38	7,059	...	...	...	...	...	7,059	46 12	43 12
	Aided ... Boys	1	..	110	110	127	100	451	...	...	27	...	1,630	2,114	16 11	3 5
	Girls	1	20	149	169	178	157	938	...	...	...	...	14,600	15,538	91 12	4 11
	Total, Day Schools. Boys	2	17	192	209	232	185	3,249	...	...	172	10	1,630	5,067	21 13	14 6
	Girls	2	25	196	221	228	196	8,997	...	...	...	...	14,600	17,577	76 10	12 9
	Total, Day Schools ...	4	42	388	440	460	373	6,126	...	...	172	10	16,230	22,644	49 0	13 5
	Day Schools.															
Ahmedabad Camp.	Cantonment ... Boys	1	1	48	49	49	35	774	...	...	...	74	...	848	17 5	15 13
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools ...	1	1	48	49	49	35	774	...	...	...	74	...	848	17 5	15 13
	Day Schools.															
Deesa Camp.	Cantonment ... Boys	1	...	200	200	186	153	908	...	...	232	...	602	1,831	9 13	5 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	2	3	121	124	118	96	484	...	...	203	...	1,219	1,906	16 9	4 4
	Girls	2	8	105	113	101	65	369	...	...	...	454	498	1,321	13 4	3 11
	Total, Day Schools. Boys	3	3	321	324	304	249	1,476	...	...	435	...	1,821	3,737	12 4	4 14
	Girls	2	8	105	113	101	65	369	...	...	...	454	498	1,321	13 4	3 14
	Total, Day Schools ...	5	11	426	437	405	313	1,805	...	...	435	454	2,319	5,058	12 8	4 10
	Day Schools.															
Amravati, Northern Division.	Government ... Boys	6	96	579	675	667	481	77,959	...	...	6,05	10	3	78,032	117 15	116 15
	Girls	3	25	241	266	265	149	10,600	...	...	...	...	...	10,680	42 15	42 15
	Local Board ... Boys	1,418	11,502	80,190	94,692	92,386	67,346	43,13,612	78,870	...	15,674	28,707	...	46,36,173	47 11	46 6
	Girls	184	902	11,031	11,933	11,667	8,021	2,12,737	6,143	...	...	3,000	...	2,21,879	19 1	18 4
	Municipal ... Boys	170	2,323	12,948	18,470	24,884	19,320	2,15,146	6,638	2,45,274	18,023	613	2,143	4,87,840	19 10	8 10
	Girls	76	555	6,842	6,897	8,677	6,188	74,954	1,017	88,412	135	236	430	1,73,230	20 3	8 8
	Aided ... Boys	238	7,8	11,201	12,609	12,050	9,291	30,455	...	530	1,733	14,252	1,12,973	1,61,922	13 4	2 9
	Girls	50	495	3,656	3,551	3,677	4,189	27,009	...	4,744	232	19,402	57,583	1,09,180	13 7	4 15
	Unaided ... Boys	6	22	605	712	745	631	...	...	...	...	9,021	3,681	12,892	17 6	...
	Girls	6	48	954	1,002	990	639	...	...	...	...	...	17,353	17,353	17 8	...
	Total, Day Schools ... Boys	1,838	14,810	112,313	127,163	130,732	96,079	48,32,872	88,488	2,45,190	56,090	51,974	1,18,979	48,73,593	18 3	14 1
	Girls	329	1,987	23,684	25,669	27,276	19,187	3,53,617	8,160	1,03,196	367	21,728	76,376	5,40,643	12 8	12 2
	Total, Day Schools	2,156	16,835	135,997	152,832	157,008	116,135	51,87,489	96,648	3,48,903	56,457	74,702	1,95,355	54,14,236	18 7	13 12
	Night Schools.															
	Municipal ... Boys	6	5	140	145	162	40	1,030	...	1,425	...	...	...	2,455	14.15	6 5
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	6	13	232	245	259	109	288	...	833	...	...	1,119	1,701	6 15	1 4
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ... Boys	14	18	372	390	421	149	1,318	...	1,761	...	...	1,119	4,216	10 0	2 1
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	14	18	372	390	421	149	1,318	...	1,761	...	...	1,119	4,216	10 0	2 1
	Total, Day and Night Schools ...	2,170	16,853	136,369	153,222	158,379	116,325	51,89,173	96,648	3,50,763	56,457	74,702	1,96,335	54,18,452	18 7	13 11

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1912. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
1	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
	SOUTHERN DIVISION.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Day Schools.																
	Government ...	Boys ...	7	65	1,059	1,024	1,074	848	18,292	600	...	150	...	...	19,042	17 12	17 1
		Girls ...	1	90	190	200	198	160	4,447	...	...	...	...	...	4,447	22 7	22 7
	Local Board ...	Boys ...	482	4,980	29,757	33,846	32,952	24,149	4,81,870	28,850	...	17,392	...	13,024	5,31,136	15 1	14 0
		Girls ...	69	75	3,930	3,955	3,768	2,957	60,457	...	...	...	...	...	60,457	16 1	16 0
	Municipal ...	Boys ...	10	1,117	7,703	8,820	8,570	6,316	71,248	2,088	72,305	6,377	...	866	1,52,884	17 13	8 6
		Girls ...	25	155	3,284	3,439	3,404	2,369	26,378	17	24,173	...	...	97	50,665	14 14	7 12
	Aided ...	Boys ...	174	254	6,912	7,170	6,625	5,718	16,549	...	250	3,410	120	23,640	43,971	6 11	2 8
		Girls ...	8	...	331	331	303	244	937	...	...	121	...	1,769	2,842	8 11	2 1
	Total, Day Schools.	Boys ...	713	5,482	45,401	50,920	49,720	37,403	5,67,204	31,538	72,424	27,329	120	37,526	7,36,192	14 15	11 5
		Girls ...	103	250	7,670	7,920	7,673	5,410	92,214	17	24,173	121	...	1,866	1,18,391	15 6	12 0
District.	Total, Day Schools ...		816	5,779	53,076	58,855	57,393	42,813	6,59,418	31,555	96,597	27,450	120	39,392	8,55,583	15 0	11 8
	Night Schools.																
	Government ...	Boys ...	3	...	141	142	90	65	Expenditure included in day schools.							...	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ...	Boys ...	1	...	51	51	36	16	293	...	123	...	...	...	619	17 3	5 4
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	Boys ...	7	52	109	161	126	86	482	...	75	...	...	555	1,122	9 0	3 14
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools...	Boys ...	11	52	309	361	252	167	788	...	198	...	...	555	1,741	10 15	3 2
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day and Night Schools ...		827	5,811	53,375	59,186	57,645	42,980	6,60,206	31,555	97,795	27,450	120	39,477	8,56,324	15 0	11 9
	Day Schools.																
	Government ...	Boys ...	3	12	431	443	430	309	5,551	...	194	...	...	5,745	12 8	12 8
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ...	Boys ...	376	2,791	22,989	25,054	23,400	19,160	3,09,933	13,691	...	16,154	...	1,381	4,12,159	16 3	2 15
		Girls ...	34	6	2,494	2,500	2,451	1,775	35,545	...	...	...	...	...	35,545	14 14	14 14
	Municipal ...	Boys ...	24	420	4,015	4,441	4,130	3,160	31,270	2,330	56,625	4,054	...	127	94,346	17 1	6 12
		Girls ...	11	47	1,324	1,371	1,341	857	2,235	...	13,561	...	...	...	15,807	11 14	1 12
	Aided ...	Boys ...	12	48	2,563	2,611	2,427	2,067	6,061	...	...	1,066	364	13,790	21,281	9 14	2 11
		Girls ...	4	...	277	277	193	159	1,811	...	...	11	...	4,796	6,618	12 9	6 3
	Unaided ...	Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Division.	Total, Day Schools.	Boys ...	428	3,097	29,002	33,049	32,433	24,774	4,20,185	17,124	56,921	21,209	364	15,188	6,59,986	15 10	13 [illegible]
		Girls ...	49	100	4,095	4,198	4,008	2,800	40,081	...	13,561	11	...	4,796	59,029	14 7	9 10
	Total, Day Schools ...		877	3,200	34,097	37,297	36,441	27,574	4,60,267	17,028	69,304	21,201	364	20,154	7,19,078	15 9	12 13
	Night Schools.																
	Government ...	Boys ...	1	...	18	18	17	11	30	...	...	...	...	...	30	1 12	1 12
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...		1	...	18	18	17	11	30	...	...	...	...	...	30	1 12	1 12
	Total, Day and Night Schools ...		878	3,200	34,075	37,315	36,458	27,585	4,60,297	17,028	69,304	21,201	364	20,154	7,19,108	15 9	12 14

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1923. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	4 (a)	4 (b)	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	SOUTHERN DIVISION—*continued.*															
	Day Schools.															
	Government ... Boys ...	2	...	115	115	120	103	2,002	...	...	...	...	...	2,002	17 2	17 2
	Girls ...	1	...	256	256	216	195	9,310	...	...	...	...	...	9,310	37 14	37 14
	Local Board ... Boys ...	380	2,682	19,252	21,934	21,720	16,453	1,40,467	9,977	...	13,519	...	2,074	3,66,037	6 14	15 11
	Girls ...	35	91	1,602	1,723	1,924	1,429	33,461	...	...	...	...	...	33,461	17 6	17 6
	Municipal ... Boys ...	20	408	2,996	3,404	3,332	2,610	33,441	1,177	23,525	2,345	...	1	60,490	18 2	19 1
	Girls ...	33	47	1,127	1,174	1,164	799	2,852	186	20,061	21	...	...	23,120	19 14	9 7
	Aided ... Boys ...	117	158	4,694	4,852	4,737	4,045	9,129	...	2,057	3,324	...	18,195	32,705	6 14	1 15
	Girls ...	4	6	218	224	213	179	1,437	...	...	6	...	3,848	5,291	24 9	6 11
	Unaided ... Boys ...	1	...	21	21	20	26	...	...	...	...	...	120	120	4 0	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools. Boys ...	559	3,303	27,918	30,326	29,521	23,137	1,85,030	11,284	23,582	19,162	...	24,390	4,61,418	15 7	12 14
	Girls ...	53	84	3,265	3,377	3,547	2,602	47,060	186	20,062	27	...	3,868	71,112	20 1	13 4
Bilaspur ...	Total, Day Schools ...	575	3,372	30,911	33,703	33,168	25,739	4,32,150	11,439	43,644	19,189	...	28,198	5,32,530	16 9	12 14
	Night Schools.															
	Government ... Boys ...	3	...	92	92	80	65	515	...	...	...	...	...	515	6 7	6 7
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys ...	3	3	75	78	79	35	124	...	...	...	...	309	433	6 5	1 10
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools. Boys ...	6	3	167	170	159	100	643	...	...	...	...	309	1,012	6 6	4 1
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	6	3	167	170	159	100	643	...	...	...	...	309	1,012	6 6	4 1
	Total, Day and Night Schools ...	579	3,375	30,078	33,873	33,615	25,839	4,32,793	11,439	43,644	19,189	...	28,507	5,33,542	15 14	12 14
	Day Schools.															
	Government ... Boys ...	1	...	20	20	25	14	160	...	...	...	...	...	160	6 6	6 6
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys ...	242	1,117	9,143	10,260	10,245	6,936	3,03,347	1,595	...	2,543	...	1,413	3,09,901	30 8	19 12
	Girls ...	17	38	738	776	791	578	18,603	...	...	...	...	...	18,603	19 8	19 8
	Municipal ... Boys ...	24	348	2,189	2,537	2,383	1,914	25,658	2,006	16,691	683	...	1,747	46,785	19 9	19 5
Kimara ...	Girls ...	7	37	643	680	647	495	2,517	27	7,791	10	...	224	10,569	16 5	3 14
	Aided ... Boys ...	33	11	1,191	1,202	1,105	691	2,692	...	...	67	603	1,038	4,380	3 15	2 7
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools. Boys ...	303	1,476	12,550	14,026	13,758	9,756	2,31,267	3,627	16,691	4,303	603	4,178	2,60,898	19 0	16 13
	Girls ...	24	75	1,381	1,456	1,438	1,073	17,920	27	7,791	10	...	224	25,972	18 1	12 7
	Total, Day Schools ...	324	1,551	13,931	15,482	15,196	11,459	2,49,187	3,689	24,472	4,003	603	4,402	2,86,870	18 14	16 6

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Roll on 31st March 1922. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2		3	4	5	46	7	8	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	SOUTHERN DIVISION—*concluded.*																
	Day Schools.																
	Government	Boys	13	77	1,601	1,678	1,655	1,374	25,855	600	...	254	...	...	26,709	16 6	15 10
		Girls	2	20	436	456	444	303	13,757	...	...	...	...	...	13,757	31 0	31 0
	Local Board	Boys	1,480	10,479	81,135	91,614	90,457	66,737	13,95,547	54,121	...	50,080	...	17,542	15,66,190	16 11	15 5
		Girls	155	200	8,574	8,974	8,937	6,399	1,45,886	...	...	...	...	...	1,45,886	16 5	16 5
	Municipal	Boys	122	2,359	16,843	19,202	18,424	14,071	1,68,008	8,741	1,39,104	13,611	...	2,451	3,30,935	17 14	9 1
		Girls	50	286	6,378	6,664	6,556	4,810	54,072	229	65,507	31	...	331	1,00,251	15 5	5 9
	Aided	Boys	396	496	13,301	13,806	14,044	12,483	39,031	...	2,907	7,801	1,067	16,649	1,02,948	8 14	2 6
		Girls	16	6	826	832	809	681	4,170	...	...	138	...	10,193	14,501	17 15	5 2
	Unaided	Boys	1	...	21	21	20	26	...	...	...	...	...	120	120	4 0	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools.	Boys	2,011	13,410	114,161	127,571	125,500	94,980	16,13,441	63,462	1,41,511	72,436	1,067	77,062	19,69,010	15 7	12 14
		Girls	229	512	16,414	16,926	16,746	11,925	1,67,886	229	65,507	169	...	10,524	2,74,305	16 6	11 13
	Total, Day Schools		2,240	13,922	131,575	145,497	142,246	106,905	18,11,327	63,711	2,07,018	72,605	1,067	87,586	22,43,314	15 12	12 12
Ahmed, Southern Division.	*Night Schools.*																
	Government	Boys	7	...	232	232	187	141	545	...	...	...	...	...	545	2 15	2 15
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	Boys	1	...	51	51	30	16	296	...	323	...	...	...	619	17 3	8 4
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	Boys	10	35	181	216	206	121	630	...	75	...	...	924	1,629	7 14	3 0
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools.	Boys	18	35	464	519	423	278	1,461	...	398	...	...	924	2,783	6 8	3 7
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools		18	35	464	5	428	278	1,461	...	398	...	...	924	2,783	6 8	3 7
	Total, Day and Night Schools		2,258	13,957	131,959	145,016	142,674	107,183	18,12,788	63,711	2,07,416	72,605	1,067	88,510	22,46,097	15 12	12 11
	SIND.																
	Day Schools.																
	Government	Boys	1	...	76	76	70	58	2,446	...	...	34	...	...	2,479	35 5	35 5
		Girls	1	1	26	27	29	21	1,128	...	...	...	...	...	1,128	38 14	38 14
	Local Board	Boys	48	604	3,491	4,095	4,187	3,383	98,196	12,474	...	113	74	...	1,10,947	26 0	23 1
		Girls	1	2	45	47	47	37	756	786	...	...	...	...	1,570	39 6	16 11
Karachi	Municipal	Boys	24	17	3,209	3,260	3,250	2,534	60,940	802	45,197	4,340	...	1,319	1,10,601	36 12	18 11
		Girls	17	27	1,857	1,884	1,912	1,317	34,809	366	34,815	...	...	363	70,393	36 13	18 3
	Aided	Boys	172	240	8,059	8,299	7,986	6,085	41,070	...	13,354	13,421	38,409	38,903	1,41,046	17 11	5 2
		Girls	56	126	3,063	3,189	3,071	2,300	24,050	...	5,520	105	7,770	24,650	61,895	26 1	7 13
	Total, Day Schools.	Boys	265	861	14,904	15,805	15,536	12,548	2,02,616	13,400	63,511	17,908	38,483	41,187	3,74,139	24 6	13 0
		Girls	75	166	4,861	5,157	5,059	3,541	60,756	1,152	40,335	105	7,770	24,633	1,34,610	26 10	12 0
	Total, Day Schools		340	1,027	19,985	21,013	20,537	16,089	2,63,386	14,552	1,05,846	18,033	46,253	65,818	5,08,749	24 10	12 12

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1902. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Education each Pupil. Total Cost.	Cost to Government.
1	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
	Sex—*contd.*								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Night Schools.																
	Municipal ...	Boys ...	4	...	103	103	77	46	401	2	494	...	1	...	900	12 14	8 8
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	Boys ...	5	90	165	264	279	182	817	...	420	...	400	618	2,055	8 1	2 15
		Girls ...	2	3	48	51	53	47	300	...	...	...	380	...	730	13 12	6 10
	Total, Night Schools.	Boys ...	9	90	268	367	356	228	1,308	3	914	...	401	618	2,955	9 2	3 15
Karachi—*contd.*		Girls ...	2	3	48	51	53	47	300	...	...	...	380	...	730	13 12	6 10
	Total, Night Schools ...		11	93	316	418	409	275	1,608	3	914	...	781	618	3,674	9 11	4 1
	Total, Day and Night Schools.	Boys ...	294	960	15,393	16,353	13,914	12,770	2,03,954	13,413	66,435	17,905	33,874	41,669	3,77,253	29 11	12 13
		Girls ...	77	169	5,039	5,208	5,112	3,886	61,100	1,189	90,385	125	8,150	24,433	1,35,376	26 8	11 12
	Total, Day and Night Schools ...		371	1,129	20,432	21,561	19,026	16,656	2,65,054	14,598	1,56,820	18,030	42,024	66,102	5,12,719	24 6	12 9
	Day Schools.																
	Government ...	Boys ...	1	1	214	215	213	171	5,661	...	...	503	...	...	6,164	30 6	27 14
		Girls ...	1	7	122	129	110	90	4,198	...	...	...	...	...	4,198	38 9	38 3
	Local Board ...	Boys ...	112	431	4,148	4,579	4,432	3,886	96,546	19,382	...	15	23,272	...	1,39,215	31 6	21 12
		Girls ...	2	...	49	49	49	38	754	753	...	...	...	...	1,507	39 12	15 6
	Municipal ...	Boys ...	14	79	1,711	1,790	1,745	1,329	26,565	813	28,629	872	...	254	57,133	30 7	14 10
		Girls ...	6	4	508	512	490	356	7,901	100	9,746	60	...	...	17,815	35 11	15 12
	Aided ...	Boys ...	153	50	6,475	6,528	5,926	5,127	33,925	...	2,675	15,207	25,233	14,293	91,333	15 15	8 12
		Girls ...	41	56	2,165	2,221	2,229	1,767	18,032	...	2,890	4,104	7,064	16,202	48,902	21 14	8 6
	Total, Day Schools.	Boys ...	280	561	12,548	13,109	12,366	10,513	1,61,497	20,195	28,304	19,657	48,505	14,487	2,92,645	23 12	13 2
		Girls ...	50	67	2,844	2,911	2,867	2,251	31,485	850	12,548	4,164	7,064	16,202	72,322	25 1	10 14
	Total, Day Schools ...		330	628	15,392	16,020	15,193	12,464	1,92,982	21,054	40,852	23,821	55,569	30,689	3,64,967	24 0	12 11
	Night Schools.																
Hyderabad ...	Municipal ...	Boys ...	1	8	33	41	41	39	100	...	100	...	...	...	200	4 14	2 7
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	Boys ...	1	...	19	19	17	12	39	...	...	...	100	...	139	8 3	2 5
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools.	Boys ...	2	8	52	60	58	51	139	...	100	...	100	...	339	5 14	2 6
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...		2	8	52	60	58	51	139	...	100	...	100	...	339	5 14	2 6
	Total, Day and Night Schools.	Boys ...	282	569	12,600	13,169	12,364	10,564	1,61,636	20,195	28,404	19,657	48,605	14,487	2,92,984	23 11	13 1
		Girls ...	50	67	2,844	2,911	2,867	2,251	31,485	850	12,548	4,164	7,064	16,202	72,322	25 1	10 14
	Total, Day and Night Schools ...		332	636	15,444	16,130	15,231	12,815	1,93,121	21,054	40,952	23,821	55,669	30,689	3,65,306	23 15	12 11

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1923. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Average Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	SIND—*contd.*															
	Day Schools.															
Nawabshah	Local Board — Boys	92	887	5,271	6,158	5,985	4,767	1,37,609	19,184	...	625	146	...	1,57,769	26 5	23 0
	Local Board — Girls	8	6	355	361	345	280	4,000	4,500	...	...	...	...	8,189	26 11	15 5
	Municipal — Boys	3	40	474	514	479	365	4,914	...	4,434	...	...	1,812	11,180	23 5	10 4
	Municipal — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..
	Aided — Boys	114	14	3,897	3,911	3,654	3,059	17,721	...	345	407	5,900	...	24,377	71 2	23 0
	Aided — Girls	19	2	522	524	498	392	3,570	...	...	...	1,500	1,600	6,760	13 15	7 6
	Total, Day Schools. — Boys	209	941	9,643	10,583	10,121	8,183	1,60,444	19,184	4,799	1,032	6,046	1,812	1,83,317	42 4	23 4
	Total, Day Schools. — Girls	27	8	877	885	831	672	8,170	4,500	...	...	1,500	1,600	15,869	19 2	9 13
	Total, Day Schools	236	949	10,519	11,468	10,952	8,855	1,68,614	23,683	4,799	1,032	7,546	3,412	2,00,276	40 6	22 4
	Day Schools.															
Thar and Parkar	Government — Boys	81	386	3,057	3,303	3,151	2,622	84,553	14,641	...	...	462	...	1,00,056	31 12	26 15
	Government — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board — Boys	8	27	537	564	560	445	8,902	8,902	...	...	...	...	17,804	31 13	15 14
	Local Board — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal — Boys	2	35	268	303	313	251	3,971	510	2,313	104	...	347	7,255	23 7	12 5
	Municipal — Girls	1	1	52	53	55	44	1,130	200	618	...	...	...	2,057	37 6	20 11
	Aided — Boys	75	121	1,734	1,855	1,675	1,582	6,629	...	500	...	11,403	350	18,882	19 8	5 3
	Aided — Girls	2	2	12	14	18	8	680	200	...	...	300	410	1,590	88 5	37 12
	Total, Day Schools. — Boys	168	542	5,009	5,551	5,140	4,375	97,445	15,151	2,813	104	11,925	697	1,28,335	24 15	18 15
	Total, Day Schools. — Girls	11	30	664	694	694	566	10,721	9,402	618	...	300	410	21,451	30 15	15 7
	Total, Day Schools	179	572	5,673	6,245	5,834	4,931	1,08,166	24,553	3,431	104	12,225	1,107	1,49,786	25 11	18 9
	Day Schools.															
Sukkur	Government — Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Government — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board — Boys	160	1,501	7,859	9,360	9,240	4,498	1,85,857	16,704	...	255	222	...	2,03,138	21 13	20 0
	Local Board — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal — Boys	17	93	2,429	2,522	2,347	1,840	33,404	900	33,931	957	...	118	70,760	30 3	14 2
	Municipal — Girls	10	8	1,361	1,369	1,500	884	12,819	...	14,978	...	...	42	27,839	18 9	8 9
	Aided — Boys	172	372	6,997	7,369	6,918	3,942	24,819	...	2,000	5,600	2,997	8,159	43,575	6 11	3 9
	Aided — Girls	43	44	1,548	1,592	1,450	1,108	8,440	...	2,020	170	5,271	2,248	17,141	11 13	5 13
	Total, Day Schools. — Boys	349	1,966	17,785	19,251	18,505	12,280	2,46,20	17,064	37,091	6,832	4,229	8,157	4,20,193	17 6	13 4
	Total, Day Schools. — Girls	53	52	3,139	3,191	2,950	2,062	21,259	...	16,998	170	5,271	2,305	45,003	15 4	7 3
	Total, Day Schools	402	2,018	20,924	22,442	21,455	14,342	2,67,459	17,064	54,089	7,002	7,500	11,462	5,65,196	16 13	12 7

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Primary Stage.	Lower Primary Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of education each Pupil. Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	SIND—*contd.*															
	Night Schools.															
	Municipal ... Boys ...	2	6	31	40	41	35	99	...	233	...	...	...	332	8 7	2 7
	Municipal ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys ...	1	...	45	45	79	35	112	...	180	...	387	...	679	17 7	2 14
	Aided ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools. Boys ...	3	6	79	85	80	68	211	...	433	...	387	...	1,011	12 14	2 10
Sukkur—*contd.*	Total, Night Schools. Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	3	6	79	85	80	68	211	...	433	...	387	...	1,031	12 14	2 10
	Total, Day and Night Schools. Boys ...	352	1,972	17,364	19,336	18,023	12,348	2,40,431	17,001	38,024	6,833	4,616	6,257	3,31,324	17 3	13 3
	Total, Day and Night Schools. Girls ...	53	52	3,139	3,191	3,050	2,083	21,250	...	16,598	170	3,271	3,305	43,003	13 4	7 3
	Total, Day and Night Schools ...	405	2,024	20,503	22,527	21,075	14,431	2,61,670	17,001	55,622	7,023	7,887	11,562	3,66,327	16 13	12 6
	Day Schools.															
	Government ... Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Government ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys ...	70	328	2,850	3,178	3,155	2,510	71,931	23,053	...	221	225	...	95,470	28 15	22 9
	Local Board ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys ...	2	9	250	259	245	186	2,400	...	2,803	3	...	22	5,307	23 12	13 4
	Municipal ... Girls ...	2	...	100	100	150	103	1,380	...	1,420	...	...	...	3,000	30 0	10 9
	Aided ... Boys ...	65	81	1,603	1,652	1,539	1,266	6,403	...	...	...	6,300	...	12,903	9 6	4 3
	Aided ... Girls ...	12	...	256	256	241	184	600	...	...	...	1,200	...	1,800	7 8	2 8
	Total, Day Schools. Boys ...	143	423	4,803	5,189	4,939	3,951	81,734	23,053	2,803	219	6,756	22	1,14,670	23 6	16 0
	Total, Day Schools. Girls ...	14	...	422	422	391	287	2,180	...	1,420	...	1,200	...	4,800	12 4	5 5
Upper Sind Frontier.	Total, Day Schools ...	157	423	5,225	5,611	5,330	4,238	83,914	23,053	4,223	219	7,956	22	1,19,470	22 4	15 10
	Night Schools.															
	Municipal ... Boys ...	1	...	19	19	20	14	100	...	101	...	...	...	201	10 1	5 0
	Municipal ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	1	...	19	19	20	14	100	...	101	...	...	...	201	10 1	5 0
	Total, Day and Night Schools. Boys ...	144	423	4,822	5,208	4,959	3,965	81,834	23,053	2,904	219	6,756	22	1,14,871	23 0	16 6
	Total, Day and Night Schools. Girls ...	14	...	422	422	391	287	2,180	...	1,420	...	1,200	...	4,800	12 4	5 5
	Total, Day and Night Schools ...	158	423	5,247	5,630	5,350	4,252	84,014	23,053	4,324	223	7,956	22	1,19,671	22 3	15 9

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Primary Upper Stage.	Primary Lowest Stage.	Total.	Average monthly numbers.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2		3	4	4a.	4b	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	State—concluded.																
	Day Schools.																
	Government ...	Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ...	Boys ...	724	1,384	10,188	11,572	11,000	8,600	2,30,948	34,522	...	247	2,086	...	2,93,803	23 11	20 12
		Girls ...	8	4	304	308	338	243	4,296	4,355	...	...	...	...	8,591	35 7	13 11
	Municipal ...	Boys ...	7	41	1,470	1,511	1,407	1,166	10,785	1,022	16,169	522	...	2	37,540	26 11	14 1
		Girls ...	3	2	240	242	215	162	1,108	100	2,206	...	...	211	3,624	16 16	5 2
	Aided ...	Boys ...	162	195	4,766	4,961	4,946	3,930	20,772	...	130	790	15,000	...	37,692	7 10	4 2
		Girls ...	43	19	1,298	1,317	1,229	984	4,672	...	500	...	4,000	1,012	10,200	8 5	2 13
	Total, Day Schools.	Boys ...	392	1,620	16,424	18,044	17,443	13,696	2,71,480	31,754	16,330	1,609	17,986	2	3,39,029	19 6	15 6
		Girls ...	54	25	1,882	1,907	1,782	1,388	10,077	4,388	2,706	...	4,000	1,243	22,450	12 9	5 10
	Total, Day Schools ...		447	1,645	18,306	19,951	19,225	15,084	2,81,557	35,940	19,036	1,609	21,986	1,245	3,61,479	18 12	4 10
Lakhna ...	*Night Schools.*																
	Municipal ...	Boys ...	1	2	18	20	21	11	100	...	188	...	...	...	288	13 5	4 12
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	Boys ...	3	8	83	91	67	73	130	...	45	...	200	110	485	5 0	1 5
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools.	Boys ...	4	10	101	111	118	84	230	...	203	...	200	110	743	6 5	1 15
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...		4	10	101	111	118	84	230	...	203	...	200	110	743	6 5	1 15
	Total, Day and Night Schools.	Boys ...	397	1,630	16,525	18,155	17,561	13,780	2,71,710	31,754	16,532	1,609	18,189	112	3,39,682	19 5	15 7
		Girls ...	54	25	1,882	1,907	1,782	1,388	10,077	4,388	2,706	...	4,000	1,243	22,450	12 9	5 10
	Total, Day and Night Schools. ...		451	1,655	18,407	20,062	19,343	15,168	2,81,787	35,940	19,237	1,609	22,189	1,355	3,62,132	18 11	14 8
	Day Schools.																
	Government ...	Boys ...	2	1	290	291	279	220	8,109	...	...	437	...	...	8,630	31 10	29 11
		Girls ...	2	8	148	156	139	111	5,326	...	...	...	...	...	5,326	38 3	38 3
	Local Board ...	Boys ...	833	3,721	36,814	43,535	41,351	29,968	9,06,055	1,36,130	...	1,476	26,530	...	10,70,184	25 13	21 14
		Girls ...	27	39	1,940	1,979	1,339	1,043	19,337	19,324	...	...	...	...	38,671	28 14	14 7
	Municipal ...	Boys ...	69	314	9,971	10,285	9,792	7,063	1,53,809	3,490	1,37,576	6,817	...	4,074	3,05,006	31 4	15 12
Abstract. Sind Division.		Girls ...	39	42	4,414	4,456	4,331	2,774	59,349	904	62,784	60	...	626	1,24,723	28 13	13 11
	Aided ...	Boys ...	913	1,078	33,494	34,572	32,636	22,480	1,53,846	...	20,024	38,555	1,02,402	62,586	3,77,412	11 9	4 11
		Girls ...	216	259	8,917	9,176	8,795	6,828	60,836	200	10,800	4,390	25,105	46,657	1,47,881	15 11	6 14
	Total, Day Schools.	Boys ...	1,817	7,114	80,569	87,683	84,002	62,806	12,32,407	1,39,619	1,58,200	47,285	1,28,932	66,659	17,02,102	20 15	14 8
		Girls ...	284	348	14,819	15,167	14,594	10,755	1,44,542	20,428	74,024	4,450	25,105	47,283	3,16,831	21 0	9 15
	Total, Day Schools ...		2,101	7,462	95,388	102,850	98,596	76,061	13,66,004	1,60,046	2,32,674	51,844	1,54,037	1,13,942	20,78,939	20 15	13 13

SUBSIDIARY FORM Nos. 4 AND 5—*concluded.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Primary.	Lower Primary.	Lower Secy.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and miscellaneous.	Total.	Annual Cost of Education Each Pupil. Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15
	SIND—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Night Schools.															
Abstract Sind Division—*contd.*	Municipal ... Boys	9	16	207	223	200	183	890	3	1,106	...	1	...	2,000	10 0	4 7
	Municipal ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	10	107	312	419	432	302	1,098	...	645	...	1,087	726	3,558	7 0	6 1
	Aided ... Girls	2	3	46	51	53	47	350	...	...	...	380	...	720	13 12	6 10
	Total, Night Schools. Boys	19	123	519	642	632	485	1,988	3	1,751	...	1,088	726	5,558	7 13	3 13
	Total, Night Schools. Girls	2	3	46	51	53	47	350	...	...	...	380	...	720	13 12	6 10
	Total Night Schools ...	21	126	565	693	685	532	2,338	3	1,751	...	1,468	726	6,278	8 3	3 7
	Total, Day and Night Schools. Boys	1,936	7,237	81,088	88,325	84,884	65,591	12,23,440	1,30,613	1,29,851	47,885	1,30,030	67,397	17,67,706	20 13	14 7
	Total, Day and Night Schools. Girls	266	351	14,867	15,218	14,647	10,972	1,44,992	20,438	74,674	4,459	23,485	47,383	2,17,331	13 0	9 14
	Total, Day and Night Schools ...	2,202	7,588	96,955	1,03,543	99,531	76,563	13,68,432	1,50,051	2,34,525	51,844	1,53,515	1,14,780	20,85,037	20 14	13 12
	ADEN.															
	Day Schools.															
	Government ... Boys	3	231	161	392	341	299	10,486	...	...	329	...	...	10,845	46 0	43 4
	Government ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	18	...	609	609	508	521	4,193	...	...	1,693	3,300	4,759	14,024	24 11	7 5
	Aided ... Girls	7	...	274	274	270	240	1,643	...	...	...	1,370	4,193	7,106	24 7	6 1
	Unaided ... Boys	3	91	552	643	546	495	...	...	...	2,139	2,472	1,556	6,167	11 4	...
	Unaided ... Girls	1	...	25	25	21	17	...	...	...	...	...	3,000	3,000	142 14	...
	Total, Day Schools. Boys	29	312	1,412	1,724	1,355	1,276	14,679	...	...	4,161	5,972	6,315	31,036	22 14	10 13
	Total, Day Schools. Girls	8	...	299	299	291	257	1,643	...	...	...	1,370	4,193	7,106	24 7	6 10
	Total, Day Schools ...	37	312	1,711	2,023	1,646	1,533	16,321	...	...	4,161	7,132	10,508	38,142	23 3	9 15
Aden	*Night Schools.*															
	Aided ... Boys	3	...	92	92	53	50	947	...	...	...	400	...	1,347	25 7	17 14
	Aided ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	3	...	92	92	53	50	947	...	...	...	400	...	1,347	25 7	17 14
	Total, Day and Night Schools. Boys	32	312	1,504	1,816	1,408	1,326	15,626	...	...	4,161	6,372	6,315	32,373	23 0	11 2
	Total, Day and Night Schools. Girls	8	...	299	299	291	257	1,643	...	...	...	1,370	4,193	7,106	24 7	6 10
	Total, Day and Night Schools ...	40	312	1,803	2,115	1,699	1,583	17,278	...	...	4,161	7,632	10,508	39,479	23 4	10 9
	Grand Total Day and Night Schools for Boys and Girls ...	12,612	68,608	7,31,909	7,99,539	7,56,871	5,88,704	98,62,379	5,82,012	27,64,904	5,17,281	5,60,133	9,56,979	1,49,52,847	19 0	12 8

SUBSIDIARY FORM No. 6.

Statistical Return of Schools for Special or Technical Training for the official year 1921-1922.

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1922.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Training Schools for Males.													
	Government.													
Ratnagiri ...	District Training School ...	1	50	46	41	15,379	...	...	...	...	52	15,431	331 7	329 0
Thana ...	Do. do. Umbergaon.	1	45	41	40	13,367	...	...	...	...	68	13,435	327 7	326 0
Nasik ...	Do. do. Nasik.	1	50	48	47	15,900	...	...	...	...	...	15,950	339 4	331 4
Kolaba ...	Do. do. Alibag.	1	47	50	47	16,116	...	...	...	50	...	16,116	342 5	342 5
Poona ...	Training College for Men, Poona.	1	251	231	240	90,407	9,377	2,407	...	6,545	...	1,08,736	453 5	281 7
	Urdu Training Class, Poona ...	1	54	56	53									
Satara ...	Training School, Satara... ...	1	51	50	50	18,436	...	...	...	...	...	18,436	368 8	368 8
Sholapur ...	Do. Sholapur ...	1	50	49	48	13,321	...	...	...	...	...	13,321	270 1	270 1
Ahmednagar ...	Do. Ahmednagar ...	1	49	50	44	13,369	...	...	...	...	...	13,369	285 6	285 6
East Khandesh	Do. Jalgaon ...	1	50	50	49	13,891	...	...	...	...	...	13,894	271 4	271 4
West Khandesh	Training College, Dhulia ...	1	193	185	178	48,600	9,381	2,293	...	2,769	...	63,043	340 13	293 3
Ahmedabad ...	P. R. Training College for Men, Ahmedabad ...	1	330	440	418	92,395	9,660	9,513	...	501	2,307	1,14,372	259 11	210 0
Kaira ...	Government Training School, Nadiad. ...	1	50	49	47	18,673	...	...	...	...	...	18,673	380 6	380 6
Broach ...	Do. Broach ...	1	46	48	43	8,280	...	...	...	...	...	8,280	180 0	180 0
Surat ...	Do. Surat ...	1	49	46	45	17,459	...	...	...	...	...	17,459	379 10	379 10
Dharwar ...	Training College for Men, Dharwar	1	246	348	318	79,804	11,349	...	...	...	...	87,153	250 7	217 13
	Urdu Training School, Sholapur...	1	31	36	34	13,475	...	...	...	...	...	13,475	374 5	374 5
Hyderabad ...	Training College for Men, Hyderabad	1	232	222	212	83,040	20,757	...	...	...	...	79,706	343 8	332 8
Sukkur ...	Training School, Shikarpur ...	1	50	50	45	12,347	...	...	...	...	...	12,342	246 13	246 13
Nawabshah ...	Do. Nawabshaho ...	1	41	43	41	13,428	...	...	...	...	...	13,428	328 4	328 4
Larkana ...	Do. Larkana ...	1	46	46	44	15,107	...	...	...	...	...	15,107	329 11	329 11
	Total ...	21	2,023	2,306	2,079	5,84,729	60,420	15,200	...	9,555	2,319	6,52,223	285 11	256 0
	Aided.													
Ahmednagar ...	Union Training School, Ahmednagar	1	50	50	46	3,972	...	...	...	...	4,992	8,964	177 12	79 7
Ahmedabad ...	S. P. Mission Training College for Men, Ahmedabad	1	20	21	20	2,478	...	...	...	...	4,079	7,157	340 13	118 0
	Total ...	2	70	71	66	6,450	...	...	...	...	9,071	16,021	226 10	93 14
	Total, Training Schools for Males	23	2,093	2,377	2,145	5,71,179	60,420	15,200	...	9,555	11,390	6,68,244	282 3	250 14
	Training Schools for Females.													
	Government.													
Poona ...	Training College for Women, Poona	1	110	104	100	46,854	5,793	4,853	...	1,767	2,063	59,250	580 3	446 14
Ahmedabad ...	Mahalaxmi Training College for Women, Ahmedabad ...	1	140	142	118	24,430	2,008	2,440	...	92	880	40,850	287 11	245 2
Dharwar ...	Training College for Women, Dharwar	1	105	100	91	37,240	130	...	...	...	296	37,886	378 14	371 10
Hyderabad ...	Training College for Women, Hyderabad	1	49	44	40	19,098	3,117	...	...	...	...	22,005	613 12	451 13
	Total ...	4	404	390	349	1,28,522	10,438	7,293	...	1,859	3,179	1,59,991	408 7	359 1
	Municipal.													
Karachi ...	Female Normal Class, Karachi .	1	18	22	18	3,758	...	3,761	...	...	...	7,519	341 11	170 14
	Aided.													
	European and Anglo-Indians.													
Bombay ...	Normal Class, Girgaum	1	10	11	9	2,044	...	...	3,045	...	3,937	8,026	729 10	185 13
	Convent Normal Class, Clare Road	1	19	17	17	5,137	...	...	1,115	...	2,545	8,797	517 7	302 3
Poona ...	St. Mary's Training College, Poona	1	13	12	10	6,903	...	...	1,163	...	267	7,810	600 13	466 3
	Stipend to a student attending the Nasseyer Training Class ...	...	...	...	...	716	...	...	...	...	...	716	.....	... ..
	Total ...	3	44	41	36	14,397	...	...	5,323	...	6,749	26,349	619 4	347 11

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1921.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	TRAINING SCHOOLS FOR FEMALES—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	For Indians.													
Nasik ...	Z. M. Vidnyan Nandlie Work Training Class for High Caste Hindu Women ...	1	9	6	5	50	...	...	...	...	625	675	84 6	6 4
Bombay ...	Vanita Vishram Normal Class	1	67	64	46	3,321	...	3,000	540	9,433	...	16,190	252 15	51 5
	Seva Sadan Normal Class ...	1	105	92	66	1,013	...	1,376	1,122	...	589	4,099	63 4	37 12
	St. Hilda's Normal Class, Poona.	1	4	11	10	1,325	...	...	75	...	1,583	2,991	271 7	120 2
	Seva Sadan Training Class, Poona ...	1	137	135	99	8,500	...	...	...	466	10,005	19,971	148 6	63 15
Poona ...	U. F. C. M. Training College, Poona ...	1	23	30	18	3,150	...	...	140	...	3,231	6,521	326 1	157 8
	Z. M. Unit Training Class, Sholapur ...	1	10	9	9	783	...	...	...	...	2,459	3,242	361 5	87 0
Sholapur ...	Mary B. Hastings Kindergarten Training School, Sholapur ...	1	11	14	13	950	...	...	...	...	804	1,754	125 5	67 14
Ahmednagar ...	St. Monica's Normal Class, Ahmednagar ...	1	...	...	...	1,620	...	...	...	...	...	1,620	.....	.....
Ahmedabad ...	I. P. Mission Training College for Women, Ahmedabad ...	1	36	21	20	2,715	...	...	...	...	4,080	6,795	321 9	128 3
Panch Mahals ...	Methodist Teacher's Training College for Women, Godhra ...	1	53	43	41	3,647	...	...	...	...	4,546	8,113	198 11	88 12
Karachi ...	Ch. E. Z. M. Training College, Karachi ...	1	11	11	11	1,517	...	137	...	...	4,056	5,710	519 1	137 15
	Total, for Indians (Aided) ...	12	466	426	327	20,311	...	4,412	1,881	9,891	32,026	78,302	184 0	68 13
	Total, Aided ...	15	650	487	368	53,558	...	4,412	7,204	9,991	33,085	1,08,240	213 2	90 2
	Total, Training Schools for Females ...	20	922	679	735	1,83,858	10,439	18,406	7,204	11,750	41,844	2,70,600	367 13	200 3
	SCHOOL OF ART.													
	For Males.													
	Government.													
Bombay ...	Sir J. J. School of Art ...	1	343	321	266	1,20,731	...	...	3,594	...	2,187	1,26,512	400 6	376 2
	MEDICAL SCHOOLS.													
	For Males.													
	Government.													
Poona ...	B. J. Medical School, Poona ...	1	246	243	240	75,518	...	...	5,466	379	2,000	83,363	343 1	310 12
Ahmedabad ...	B. J. Medical School, Ahmedabad ...	1	196	217	210	48,940	...	...	7,528	...	...	56,468	257 10	223 13
Hyderabad ...	Medical School, Hyderabad ...	1	72	73	68	11,384	2,750	...	2,412	686	...	17,232	253 6	135 15
	Total ...	3	515	533	518	1,36,642	2,750	...	15,406	1,065	2,000	1,56,463	302 9	252 12
	For Females.													
	Aided.													
Hyderabad ...	Midwifery School, Hyderabad...	1	4	3	3	...	350	...	...	...	491	1,141	380 3	.....
	ENGINEERING AND SURVEYING SCHOOLS.													
	For Males.													
	Aided.													
Karachi ...	Engineering Class attached to the D. J. Sind College, Karachi.	1	5	5	5	2,900	950	100	925	...	2,775	7,650	1,525 10	580 6
	TECHNICAL AND INDUSTRIAL SCHOOLS.													
	For Males.													
	Government.													
Bombay ...	Bazy Art Workshop ...	(1)	(141)	(128)	(100)	Included in the expenditure of School of Art.								
Poona ...	College of Engineering Workshop, Poona ...	1	119	118	90	22,144	...	...	3,530	...	158	26,830	225 7	194 8
Ahmedabad ...	R. C. Technical Institute, Ahmedabad ...	1	78	80	63	20,822	50	1,815	1,551	...	654	24,892	307 6	256 8
Dharwar ...	Criminal Tribes Settlement Technical School, Gadag ...	1	18	17	10	772	...	...	...	...	...	772	45 7	45 7
Bijapur ...	Criminal Tribes Settlement Technical School, Bijapur ...	1	120	102	96	1,301	...	...	...	...	...	1,301	12 12	12 12
	Criminal Tribes Settlement Technical School, Bagalkot ...	1	17	13	13	253	...	...	...	...	...	253	19 7	19 7
	Total ...	6 (1)	552 (141)	531 (128)	272 (100)	48,997	50	1,815	5,081	...	810	53,748	118 6	101 5
	Local Board.													
Ratnagiri ...	School of Industry, Ratnagiri.	1	154	156	119	7,205	5,000	...	...	...	7,951	19,956	125 15	46 14
	Carpentary and Smithy Class.	(1)	...	...	...	...	...	...	...	...	...	...	.....	.....
	Technical School, Ratnagiri...	1	100	83	83	Included in the Local Board Boys' Day Schools.								

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1902.	Average monthly enrolment.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other receipts.	Total.	Annual Cost of Educating Each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	TECHNICAL AND INDUSTRIAL SCHOOLS—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	For Males—contd.													
	Local Board—contd.													
Sátára ...	L. B. Technical School, Sátára...	1	72	90	72	1,587	2,988	400	1,550	...	...	7,575	88 10	22 1
West Khándesh	Do. do. Dhulia...	1	60	85	43	2,262	2,000	500	2,287	714	4,040	12,903	151 13	37 13
	Total ...	4 (1)	387	413	267	11,674	10,988	900	4,237	714	11,801	40,404	97 13	28 2
	Municipal.													
Poona ...	Victoria Jubilee Municipal Technical School, Poona ...	1	19	15	13	1,545	...	3,600	23	...	474	5,701	380 1	153 6
Sholápur ...	Robertson School of Industry, Pandharpur ...	1	28	29	24	974	...	...	...	...	...	974	33 9	33 9
Surat ...	Parekh S. Parekh School of Art, Surat ...	1	32	33	25	4,000	1,000	4,804	...	1,202	...	11,006	333 9	121 3
Dhárwár ...	Manual Training Class, attached to the Lamington High School, Hubli ...	(1)	(279)	(232)	(195)	Expenditure included in the High School.								
	Manual Training Class, attached to the Vernacular Schools Nos. I and II, Hubli ...	(2)	(164)	(161)	(127)	Do. do.								
Upper Sind Frontier.	Technical School, Jacobabad ...	1	36	42	35	1,828	500	2,066	...	...	232	4,626	129 12	43 6
	Total ...	6 (3)	115 (443)	110 (393)	95 (322)	8,347	1,500	10,518	23	1,202	706	22,291	43 2	16 5
	Aided.													
Bombay ...	David Sassoon Industrial and Reformatory Institution, Mazagon.	(1)	(95)	(95)	(73)	7,215	...	...	...	500	...	7,715	80 12	64 14
	Victoria Jubilee Technical Institute, Byculla	1	314	253	228	1,39,000	...	20,000	20,000	5,500	19,100	1,99,600	612 11	236 7
	D. C. M. Industrial School, Parel	(1)	(28)	(30)	(22)	1,262	...	...	...	...	2,191	3,453	116 1	42 1
	D. N. Pogt Boys' Sanitary, Chikalwadi	(1)	(23)	(10)	(10)	600	...	...	...	...	1,476	2,076	207 8	60 0
Poona ...	D. C. M. Tailoring Class, Poona.	(1)	(29)	(42)	(18)	489	...	...	...	...	934	1,423	31 6	10 13
	Do. Carpentry Class, Poona...	(1)	(29)	(37)	(16)	...	...	...	...	...	1,914	1,914	79 14	...
	Sir D. M. Petit Industrial School, Sirur	(1)	(49)	(50)	(32)	1,757	...	...	...	...	3,855	5,612	112 8	35 2
Sátára ...	Manual Training Class of the David High School, Wai ...	(1)	(147)	(158)	(148)	...	...	...	...	...	1,096	1,096	6 15	...
Ahmednagar ...	Manual Training Class of Sir D. M. Petit Industrial School, Nagar	(1)	(32)	(79)	(35)	1,600	...	...	...	...	2,810	4,410	152 1	55 15
	S. P. G. Mission Industrial School, Nagar	(1)	(56)	(80)	(79)	2,208	...	...	...	...	4,655	6,863	85 15	35 2
	Sir Dinshaw Manockji Petit Industrial School, Nagar ...	(1)	...	...	...	...	...	...	...	...	...	...	...	...
	Weaving Dept. of Sir D. M. Petit Industrial School, Nagar ...	(1)	...	...	...	...	...	...	...	...	...	...	...	...
	Salvation Army Industrial School, Nagar	(1)	...	...	...	132	...	...	...	...	...	132	...	...
Kaira ...	M. E. Mission Industrial School, Nadiád	1	53	37	34	1,926	...	...	...	...	27,160	29,116	624 12	52 1
	I. F. Mission Industrial School, Borsad	1	21	18	16	717	...	...	...	...	1,714	2,431	134 9	39 13
Surat ...	Mahajan Home Industrial School, Surat	1	69	55	52	786	...	...	...	...	3,911	4,697	88 3	14 3
Sukkur ...	V. J. Technical Institute, Sukkur	1	50	50	34	2,621	1,114	...	116	1,500	2,497	7,848	157 14	52 7
Aden ...	Industrial School	1	7	12	6	1,551	...	...	...	...	1,612	3,163	263 12	129 4
	Total ...	6 (12)	314 (520)	406 (511)	370 (425)	1,47,810	1,114	20,000	20,116	5,982	67,828	2,65,999	708 15	161 7
	Unaided.													
Bombay ...	J. N. Petit Parsi Orphanage, Parel.	1	37	32	31	...	...	...	...	3,466	...	3,466	108 6	...
Poona ...	Manual Art Society's Industrial School, Poona ...	1	12	23	14	...	...	...	106	1,570	...	1,676	72 14	...
Hyderabad ...	Industrial School, Hyderabad ...	1	40	36	38	...	...	...	Not supplied.					
	Total ...	3	90	91	83	...	...	...	106	5,036		5,142	55 5	...
	Total, Technical and Industrial Schools for Males ...	29 (17)	1,456 (1,112)	1,561 (1,052)	1,106 (647)	2,13,817	13,602	32,283	20,463	16,036	81,335	3,97,136	141 13	89 6

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1921.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Education each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Technical and Industrial Schools for Females.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Aided.													
Bombay ...	A. M. Girls' Sewing Class, Byculla	(1)	(87)	(93)	(71)	300	—	300	—	...	1,478	2,078	22 5	9 2
	A. M. Industrial School for the Blind	(1)	(27)	(26)	(22)	715	...	...	...	...	2,555	3,270	99 2	19 12
	Domestic Arts Classes, Fort ...	(1)	(55)	(26)	(14)	1,000	...	...	671	...	600	2,271	91 13	40 0
	Domestic Arts Classes, Chandawadi	(1)	(124)	(111)	(86)	1,000	...	...	1,301	...	641	3,342	37 5	9 0
Nasik ...	Z. B. and M. M. Embroidery Classes, Mamnad ...	1	24	22	20	600	...	...	...	...	...	600	31 3	31 3
Poona ...	Workroom Classes of the Seva Sadan, Poona ...	1	163	164	114	2,160	...	...	...	360	7,656	11,136	67 14	16 16
Satara ...	Salvation Army's Girls' Industrial School, Satara ...	(1)	(41)	(36)	(34)	452	...	...	...	...	...	451	13 9	13 9
Ahmednagar ...	A. M. Girls' Lace School, Nagar	(1)	(4)	(45)	(38)	420	...	...	...	...	1,659	2,079	46 3	9 5
	S. P. G. M. Girls' Lace School, Nagar	(1)	...	...	...	1,000	...	...	...	...	...	1,000	—	...
Ahmedabad ...	S. A. Mission Industrial Class, Ahmedabad ...	1	41	45	40	504	...	...	...	...	1,144	1,728	38 10	13 0
Karachi ...	Medical Chellaram Narishala, Karachi	1	15	15	13	1,409	...	310	...	...	745	2,521	168 2	97 15
	C. E. Z. Lady Widow's Lohana Technical Institute, Karachi	1	28	29	25	3,171	...	...	...	...	6,214	9,385	323 10	109 6
Hyderabad ...	Lakshmibala attached to Lalcani Lane, Hyderabad ...	1	30	31	26	3,130	...	...	...	2,162	90	5,382	173 16	100 13
Sukkur ...	C. E. Z. Lady Widows' Industrial, Sukkur	1	9	7	7	1,310	...	300	...	...	587	2,057	291 0	174 9
		1	24	22	19	1,962	...	...	...	...	2,117	4,079	185 7	89 3
	Total ...	8	234	235	204	20,363	...	610	2,062	2,522	23,744	51,441	78 9	29 13
		(7)	(304)	(340)	(274)									
	Unaided.													
Hyderabad ...	Narishala, Hyderabad	1	37	15	15	...	...	...	Not supplied.					
	Total, Technical and Industrial Schools for Females	9	271	250	219	20,363	...	610	2,062	2,522	23,744	51,441	78 16	29 3
		(7)	(304)	(340)	(274)									
	Commercial Schools for Males.													
	Government.													
Broach ...	Jehangirji Dinshaw Vakil Commercial School, Broach ...	1	25	16	12	130	...	...	284	1,647	...	2,040	165 0	56 3
	Aided.													
	Europeans and Anglo-Indians.													
Bombay ...	Young Men's Christian Association, Bombay	1	42	30	34	500	...	...	...	...	16,496	16,996	475 1	13 14
	For Indians.													
Bombay ...	B. J. College of Commerce ...	1	23	31	24	1,426	...	...	793	1,721	...	3,940	124 3	46 3
Poona ...	Commercial Classes of the Sir J. J. P. B. Institute	1	48	55	35	290	...	...	...	...	939	1,128	22 5	6 0
	G. M. Pathak's Commercial School, Poona	1	101	85	66	300	...	...	719	...	180	1,205	14 14	4 5
Surat ...	Commercial Class attached to the Sir J. J. English School, Surat ...	(1)	(5)	(3)	(2)	...	...	...	...	...	...	...	—	...
	Commercial School, Surat ...	1	38	42	32	1,071	...	...	2,346	26	281	3,724	...	...
	Surat Commercial Institute, Surat	1	48	45	36	454	...	...	1,418	...	...	1,872	58 14	16 3
Belgaum ...	Shorthand and Typewriting Institute, Belgaum ...	1	35	35	31	300	...	...	707	...	...	...	41 10	10 2
	Total ...	6	293	293	215	3,816	...	...	5,983	1,747	1,800	12,856	43 7	17 14
		(1)	(5)	(3)	(2)									
	Total, Aided ...	7	335	323	249	4,316	...	...	5,983	1,747	17,895	29,851	89 15	13 0
		(1)	(5)	(3)	(2)									
	Unaided.													
Bombay ...	Banaji's Tutorial Commercial Classes	1	130	132	125	...	...	...	15,253	...	...	15,253	100 5	...
	J. N. Patit Parsi Orphanage Commercial Classes	1	52	49	45	...	...	...	...	51	1,114	...	...	...
	Leslie's Commercial College ...	1	55	50	40	...	...	...	600	...	...	1,165	23 12	...
	Alexandra Commercial College ...	1	...	...	...	...	...	...	...	...	...	400	8 0	...
	Kalinday Shorthand, and Typewriting Institute	1	102	108	3	...	...	...	...	...	...	...	...	...
	Commercial Corporation, Ltd. ...	1	2	2	2	...	...	...	...	...	4,780	4,780	28 9	...
	The Institute of Commerce ...	1	20	20	18	...	...	...	1,500	...	720	720	300	...
	Zoroatrian Association Continuation Classes	1	24	23	21	...	...	...	...	...	...	1,350	60 0	...
	New Commercial Commercial College	1	15	15	...	...	...	...	15	549	402	966	9 4	...
	Dayar's College of Commerce ...	1	330	320	240	Information not supplied.			643	...	...	643	2 13	...
	Dalsara Tuition Classes ...	1	7	7	7	...	...	...	...	...	...	...	...	...
	Pioneer Commercial College ...	1	7	1	1	...	...	...	200	...	317	317	45 4	...
												200	200 0	...

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1902.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating Each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Commercial Schools for Males—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Unaided—continued.													
Bombay	Clerks' Union Commercial Classes	1	12	12	8	...	...	...	...	...	...	...	.....	...
	Reliance Commercial School	1	21	15	6	...	...	...	...	...	...	...	.....	...
	Gorgaon Typewriting Company	1		Information not supplied.										
	Accountants' College	1			Do.									
	Script Shorthand and Typewriting Institute	1	81	70	50	...	...	...	1,368	...	...	1,368	19 8	...
Poona	New Shorthand and Typewriting Institution, Poona	1	...	...	...	...	...	Not	supplied.					
	Deccan Institute of Commerce, Poona	1	...	...	...	...	...		Do.					
	Chamber of Commerce Education Office, Junnar	1	110	...	...	...	...	...	...	...	2,028	2,028	.....	...
Ahmedabad	Yajnik School of Commerce, Ahmedabad	1	20	15	15	...	...	...	2,100	...	...	2,100	106 11	...
	Thakore's Commercial Institute, Ahmedabad	1	17	16	11	...	...	...	336	...	136	472	30 1	...
	Pandya Commercial Class, Ahmedabad	1	8	6	5	...	...	...	150	...	56	206	34 5	...
Dharwar	Typewriting Institute, Dharwar	1	8	7	4	...	...	...	180	...	60	240	34 5	...
Karachi	Coronation Commercial College, Kutcheri Road, Karachi	1	76	63	57	...	...	...	2,484	...	...	2,484	39 7	...
	New Commercial College near Small Causes Court, Karachi	1	8	9	7	...	...	...	...	...	160	160	17 12	...
	Shri Bharat Yavak Mitra Mandal, Newkwara, Karachi	1	12	11	11	...	...	...	...	...	800	800	73 3	...
Hyderabad	Sind Commercial College, Hyderabad	1	30	21	20	...	...	...	1,685	...	1,803	3,488	166 2	...
	Total	28	1,491	1,081	765	...	...	...	20,484	1,603	11,812	29,409	36 8	...
	Total, Commercial Schools for Males	36	1,851	1,426	1,027	5,955	...	...	22,201	5,037	29,167	71,950	50 6	3 5
		(1)	(3)	(3)	(2)									
	For Females.													
	Aided.													
	Europeans and Anglo-Indians.													
Bombay	Young Women's Christian Association, Bombay	1	26	19	14	2,000	...	...	2,673	...	1,139	5,812	305 14	105 4
Thana	Home Training Class, Sandra	...	...	...	...	1,000	...	...	...	...	...	1,000	.....	...
	Total, Commercial Schools for Females	1	26	19	14	3,000	...	...	2,673	...	1,139	6,812	358 6	157 14
	Agricultural Schools for Males.													
	Government.													
Poona	Agricultural School, Loni	1	46	46	46	...	144	...	...	...	...	144	3 2	...
	Do. Jambul	...	...	...	...	...	144	...	...	...	...	144	.....	...
Panch Mahals	Vernacular Agricultural School, Ambali	1	31	31	27	4,974	...	...	...	...	...	4,974	160 7	160 7
Dharwar	Agricultural School, Devihosur	1	26	26	26	13,816	...	...	...	...	...	13,816	519 14	519 14
	Total	3	103	103	99	18,490	288	...	...	...	...	18,778	182 5	179 8
	Aided.													
Ahmednagar	Agricultural Class attached to the Union Training School, Ahmednagar	(1)	(44)	(40)	(34)	681	...	...	...	...	...	681	17 0	17 0
	Total, Agricultural Schools for Males	3	103	103	99	19,171	288	...	...	...	...	19,459	136 1	134 1
		(1)	(44)	(40)	(34)									
	Reformatory Schools for Males.													
	Government.													
Poona	Reformatory School, Yeravda	1	172	170	152	17,021	...	...	...	...	2,000	19,021	108 1	96 11

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institution.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1922.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	OTHER SCHOOLS FOR MALES					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs.
	A.—Drawing Classes.													
	Government.													
Bombay	Elphinstone High School	(1)	(436)	(408)	(408)	...	...	...	...	...	...	...	...	...
	Do. Middle School	(1)	(413)	(481)	(406)	...	...	...	...	...	...	...	...	...
Thána	R. J. High School, Thána	(1)	(214)	(180)	(171)	90	...	...	...	...	...	90	0 8	0 8
Násik	High School, Násik	(1)	(319)	(316)	(216)	...	...	...	...	...	...	...	...	...
Ratnágiri	Do. Ratnágiri	(1)	(193)	(188)	(182)	...	...	...	...	...	...	...	...	...
Poona	Anglo-Urdu High School, Poona	(1)	(128)	...	...	...	...	...	...	...	...	...	...	...
	Training College for Men, Poona	(1)	(251)	(251)	(240)	...	...	...	...	...	...	...	...	...
	Urdu Training Class, Poona	(1)	(54)	(56)	(53)	...	...	...	...	...	...	...	...	...
	Reformatory School, Yeravda	(1)	(65)	(53)	(41)	...	...	...	...	...	...	...	...	...
Sátára	Sátára High School	(1)	(256)	(259)	(259)	...	...	...	...	...	...	...	...	...
	Training Class, Sátára	(1)	(51)	(50)	(50)	...	...	...	...	...	...	...	...	...
Sholápur	Northcote High School, Sholapur	(1)	(375)	(381)	(331)	...	...	...	...	...	...	...	...	...
	Training Class, Sholapur	(1)	(50)	(50)	(50)	...	...	...	...	...	...	...	...	...
Ahmednagar	Do. Ahmednagar	(1)	(49)	(50)	(44)	...	...	...	...	...	...	...	...	...
East Khándesh.	G. S. High School, Jalgaon	(1)	(210)	...	...	...	...	...	...	...	...	...	...	...
	Training School, Jalgaon	(1)	(50)	(50)	(49)	...	...	...	...	...	...	...	...	...
West Khándesh.	Govt. High School, Dhulia	(1)	(356)	(351)	(225)	...	...	...	...	...	...	...	...	...
	Training College, Dhulia	(1)	(193)	(185)	(178)	...	...	...	...	...	...	...	...	...
Ahmedabad	R. C. High School, Ahmedabad	(1)	(451)	(404)	(361)	...	...	...	...	...	...	...	...	...
	Govt. Middle School, Ahmedabad	(1)	(247)	(250)	(233)	...	...	...	...	...	...	...	...	...
	P. R. Training College for Men, Ahmedabad	(1)	(390)	(440)	(413)	...	...	...	...	...	...	...	...	...
	School for Drawing and Design, Ahmedabad	1	34	32	28	1,661	...	...	90	...	...	1,751	54 11	51 14
Kaira	Govt. Training School, Nadiád	(1)	(50)	(49)	(47)	...	...	...	...	...	...	...	...	...
Panch Maháls	Telang High School, Godhra	(1)	(249)	(190)	(179)	...	...	...	...	...	...	...	...	...
Broach	R. S. Dalal High School, Broach	(1)	(207)	(206)	(199)	...	...	...	...	...	...	...	...	...
Surat	Sorabji J. J. High School, Surat	(1)	(139)	(182)	(125)	...	...	...	...	...	...	...	...	...
	Government Middle School, Surat	(1)	(276)	(302)	(296)	...	...	...	...	...	...	...	...	...
Dhárwár	High School, Dhárwár	(1)	(316)	(302)	(229)	...	...	...	...	...	...	...	...	...
	Training College for Men, Dhárwár	(1)	(246)	(248)	(318)	2,640	...	...	...	...	...	2,640	7 9	7 9
	Training College for Women, Dhárwár	(1)	(106)	(100)	(91)	...	Included in the College expenditure.							
	Clay Modelling Class	(1)	(95)	(75)	(72)	10	...	...	...	...	...	51	0 11	0 11
	Nature Study Class	(1)	(211)	(252)	(230)	2,052	...	...	...	...	...	2,052	8 5	8 5
Belgaum	Sardars' High School, Belgaum	(1)	(182)	(160)	(151)	90	...	...	...	...	...	90	0 9	0 9
Bijápur	High School, Bijápur	(1)	(290)	(280)	(260)	142	...	...	...	...	...	142	0 8	0 8
Kanara	Do. Karwar	(1)	(171)	(135)	(119)	34	...	...	...	...	...	34	0 4	0 4
Karáchi	N. J. High School, Karáchi	(1)	(749)	(779)	(719)	...	...	...	...	...	...	...	...	...
Hyderabad	High School, Hyderabad	(1)	(280)	(260)	(252)	...	...	...	...	...	...	...	...	...
Sukkur	Do. Shikárpur	(1)	(219)	(227)	(218)	...	...	...	...	...	...	...	...	...
Larkána	Do. Larkana	(1)	(278)	(280)	(262)	...	...	...	...	...	...	...	...	...
Hyderabad	Training College for Men, Hyderabad	(1)	(232)	(212)	(212)	...	...	...	...	...	...	...	...	...
Sukkur	Training School, Shikarpur	(1)	(50)	(50)	(45)	...	...	...	...	...	...	...	...	...
Nawabshah	Do. Naushahro	(1)	(43)	(45)	(41)	...	...	...	...	...	...	...	...	...
Larkana	Do. Larkana	(1)	(46)	(46)	(44)	...	...	...	...	...	...	...	...	...
	Total	1 (42)	34 (9,109)	32 (9,047)	28 (8,224)	6,790	...	...	90	...	...	6,880	0 12	0 12
	Local Board.													
West Khándesh	Technical School, Dhulia	(1)	(45)	(45)	(33)	64	...	...	...	...	...	64	1 7	1 7
Nawábshah	A.-V. School, Tharushah	(1)	(1[illegible])	(146)	(132)	179	...	...	...	...	...	179	1 4	1 4
	Naushahro Madressah	(1)	(179)	(158)	(137)	252	...	...	...	...	...	252	1 10	1 10
	Total	(3)	(365)	(349)	(302)	495	...	...	...	...	...	495	1 7	1 7
	Municipal.													
Thána	Municipal Schools	(2)	(77)	(75)	(67)	108	...	...	...	...	...	108	1 7	1 7
Násik	Do.	(3)	(182)	(216)	(188)	378	...	...	...	...	...	378	1 12	1 12
Bombay	Do.	(5)	(416)	(390)	(246)	449	...	...	...	...	...	449	1 5	1 5
Poona	V. J. Technical School, Poona	(1)	(19)	(15)	(13)	142	...	...	...	...	...	142	9 7	9 7
	A.-V. School, Lonavla	(1)	(87)	(86)	(72)	...	...	...	...	...	...	...	...	...
Sholápur	V. J. High School, Pandharpur	(1)	(220)	(186)	(148)	241	...	...	...	...	...	241	1 5	1 5
	A.-V. School, Barsi	(1)	(146)	(144)	(118)	...	...	...	...	...	...	...	...	...
	Robertson School of Industry, Pandharpur	(1)	(38)	(29)	(24)	90	...	...	...	...	...	90	3 2	3 2
Ahmednagar	Sir D. M. Petit School, Sangamner	(1)	(189)	...	...	261	...	...	...	...	...	261	...	...
East Khándesh.	D. S. High School, Bhusawal	(1)	(180)	(141)	(121)	246	...	...	...	...	...	246	1 12	1 12
	High School, Erandol	(1)	(50)	...	...	...	...	...	...	...	...	...	...	...
	A.-V. School, Yawal	(1)	(118)	(115)	(100)	...	...	...	...	...	...	...	...	...
West Khándesh.	Do. Palpur	(1)	(71)	(78)	(68)	...	...	...	...	...	...	...	...	...
	Do. Nandurbar	(1)	(90)	(101)	(100)	...	...	...	...	...	...	...	...	...
	Do. Shirpur	(1)	(40)	(36)	(34)	...	...	...	...	...	...	...	...	...
Ahmedabad	Birla High School, Dhandhuka	(1)	(128)	(119)	(101)	167	...	...	...	...	...	167	1 7	1 7
Kaira	Edward Memorial High School, Kaira	(1)	(151)	(163)	(144)	287	...	...	...	...	...	287	1 12	1 12
Broach	Municipal High School, Ankleshwar	(1)	(168)	(160)	(150)	167	...	...	...	...	...	167	1 1	1 1
	Municipal Anglo-Vernacular School, Jambusar	(1)	(71)	(46)	(46)	...	...	...	...	...	...	...	...	...
Dhárwár	Lamington High School, Hubli	(1)	(411)	(351)	(283)	305	...	...	...	...	...	305	0 14	0 14
	High School, Gadag	(1)	(449)	(336)	(261)	147	...	...	...	...	...	147	0 7	0 7
Bijápur	A.-V. School, Bágalkot	(1)	(187)	(138)	(112)	197	...	...	...	...	...	197	1 7	1 7
Belgaum	Do. Athani	(1)	(160)	(174)	(147)	254	...	...	...	...	...	254	1 7	1 7
Karáchi	Do. Kotri	(1)	(99)	(90)	(78)	89	...	...	...	...	...	89	0 15	0 15
Sukkur	Do. Rohri	(1)	(178)	(167)	(150)	176	...	...	...	...	...	176	1 1	1 1
	High School, Sukkur	(1)	(200)	(222)	(180)	224	...	...	...	...	...	224	1 0	1 0
	Males A.-V. School, Old Sukkur	(1)	(81)	(81)	(71)	67	...	...	...	...	...	67	0 13	0 13
	G. L. Municipal School, Sukkur	(1)	(79)	(76)	(65)	110	...	...	...	...	...	110	1 7	1 7
	Total	(35)	(4,290)	(3,687)	(3,078)	4,105	...	...	...	...	...	4,105	1 2	1 2

SUBSIDIARY FORM No. 6—*continued.*

District.	Name of Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1902.	Average monthly number.	Average daily attendance.	Expenditure. Provincial revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1.	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	OTHER SCHOOLS FOR MALES—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	A.—Drawing Classes—*contd.*													
	Aided.													
	European and Anglo-Indians.													
Bombay	Cathedral Boys' High School ...	(1)	(118)	(112)	(69)	249	...	...	...	...	...	249	3 3	2 3
	St. Mary's High School, Mazagon ...	(1)	(353)	(306)	(272)	328	...	...	...	...	...	328	1 0	1 0
	St. Peter's High School, Mazagon.	(1)	(86)	(69)	(61)	...	...	...	...	...	...	...	...	...
	B. Education Society's Boys' High School, Byculla ...	(1)	(261)	(230)	(241)	425	...	...	...	...	...	425	1 11	1 11
	John Connon High School, Fort ...	(1)	(90)	(77)	(62)	317	...	...	...	...	...	317	4 1	3 1
Poona	Bishop's High School, Poona ...	(1)	(91)	(65)	(73)	94	...	...	...	...	...	94	1 3	1 3
Satara	G. I. P. Railway School, Lonavla.	(1)	(59)	(56)	(51)	110	...	...	...	...	...	110	1 14	1 14
Mt. Abu	Boys' High School, Panchgani ...	(1)	(89)	(74)	(70)	70	...	...	...	...	...	70	0 14	0 14
Karachi	Abu High School	(1)	(50)	(69)	(37)	162	...	...	...	...	...	162	2 0	2 0
	Grammar School, Karachi... ...	(1)	(349)	(159)	(131)	256	...	...	...	...	...	256	1 10	1 10
	Total ...	(10)	(1,365)	(1,296)	(1,119)	2,010	...	...	...	...	...	2,010	1 9	1 9
	Englishtaught.													
Bombay	St. Xavier's High School, Bombay	(1)	(943)	(917)	(925)	860	...	...	...	...	...	860	0 15	0 15
	Antonio Dullva High School, Dadar	(1)	(452)	(450)	(422)	325	...	...	...	...	...	325	0 11	0 11
	Antonio Deksona's High School, Byculla	(1)	(386)	(373)	(365)	85	...	...	...	...	...	85	0 3	0 3
	St. Mary's Middle School, Mazagon	(1)	(230)	(190)	(165)	240	...	...	...	...	...	240	1 4	1 4
	St. Joseph's School, Umarkhadi ...	(1)	(83)	(95)	(69)	130	...	...	...	...	...	130	1 8	1 8
Thana	St. Andrew's High School, Bandra	(1)	(446)	(466)	(375)	383	...	...	...	...	527	910	1 15	0 10
	St. Stanislaus Institution, Bandra	(1)	(455)	(465)	(392)	465	...	...	...	...	...	465	1 3	1 3
Poona	St. Vincent's High School, Poona.	(1)	(242)	(211)	(210)	152	...	...	...	...	...	152	0 10	0 10
Dharwar	Ursulla's School, Poona ...	(1)	(146)	(136)	(113)	132	...	...	...	...	...	132	0 14	0 14
Karachi	St. Mary's School, Hubli ...	(1)	(115)	(115)	(102)	135	...	...	...	...	...	135	1 3	1 3
	St. Patrick's High School Karachi	(1)	(374)	(309)	(260)	168	...	...	...	...	...	168	0 7	0 7
	Total ...	(11)	(3,810)	(3,686)	(3,399)	3,073	...	...	...	...	527	3,545	0 12	0 12
	Anglo-Vernacular.													
Bombay	Robert Money Institution ...	(1)	(303)	(327)	(264)	264	...	...	...	...	...	264	1 10	1 10
	Irwilla High School	(1)	(128)	(126)	(129)	247	...	...	...	...	...	247	1 14	1 14
	Wilson High School	(1)	(46)	(508)	(424)	538	...	...	...	...	...	538	1 0	1 0
	Sir J. J. Parsi Benevolent Institution	(1)	(178)	(216)	(190)	193	...	...	...	...	...	193	0 14	0 14
	General Education Institute, Dadar	(1)	(463)	(429)	(350)	567	...	...	...	...	...	567	0 13	0 13
	King George English School ...	(1)	(503)	(476)	(441)	369	...	...	...	...	...	369	0 5	0 5
	Tertorial High School, Gawalia Tank	(1)	(733)	(735)	(735)	405	...	...	...	...	...	405	0 6	0 6
	B. J. Parsi Charitable Institute, Queen's Road	(1)	(312)	(300)	(174)	218	...	...	...	...	...	218	1 3	1 3
	Anjuman-I-Islam High School	(1)	(163)	(189)	(156)	257	...	...	...	...	...	257	1 7	1 7
	Marathi High School	(1)	(279)	(289)	(237)	310	...	...	...	...	...	310	1 1	1 1
	Bradley Night High School ...	(1)	(70)	(90)	(57)	75	...	...	...	...	...	75	0 13	0 13
	American Mission High School ...	(1)	(137)	(146)	(82)	182	...	...	...	...	...	182	1 11	1 11
	Chikitsak Samuh High School	(1)	(386)	(365)	(275)	455	...	...	...	...	...	455	1 3	1 3
	Proprietary and Fort High School, Grant Road	(1)	(252)	(308)	(243)	140	...	...	...	...	...	140	0 7	0 7
	David Sassoon Industrial and Reformatory Institute	(1)	(93)	(83)	(73)	207	...	...	...	...	...	207	2 6	2 6
	St. Andrew's High School ...	(1)	...	...	...	224	...	...	...	...	...	224	...	...
	Gokuldas Tejpal High School ...	(1)	(347)	(361)	(312)	388	...	...	...	...	...	388	1 1	1 1
	Parbhu Seminary A.-V. School	(1)	(112)	(119)	(90)	153	...	...	...	...	...	153	1 4	1 4
	Ramnochan High School ...	(1)	(136)	(182)	(105)	112	...	...	...	...	...	112	0 13	0 13
	Lady Northcote High School ...	(1)	(59)	(52)	(36)	86	...	...	...	...	...	86	1 10	1 10
	Ramnin High School	(1)	(149)	(149)	(139)	322	...	...	...	...	...	322	2 3	2 3
	G. E. S. A.-V. School, Thana ...	(1)	(243)	(207)	(206)	129	...	...	...	...	...	129	0 11	0 11
	Do. do. Kalyan ...	(1)	(200)	(195)	(191)	277	...	...	...	...	...	277	1 6	1 6
Thana	N. M. Wadia High School, Nargole	(1)	(124)	(117)	(101)	205	...	...	...	...	...	205	1 2	1 2
	Thomas Baptista Anglo-Vernacular School, Pipli ...	(1)	(61)	(62)	(51)	190	...	...	...	...	...	190	3 9	3 9
	M. M. A.-V. School, Umbergaon .	(1)	(82)	(75)	(64)	102	...	...	...	...	...	102	1 6	1 6
	C. M. S. A.-V. School, Sharangpur.	(1)	(62)	(66)	(55)	138	...	...	...	...	...	138	2 3	2 3
	St. George's High School, Nasik .	(1)	(124)	(150)	(116)	128	...	...	...	...	...	128	0 13	0 13
Nasik	S. P. M. New English School, Nasik	(1)	(279)	(284)	(234)	192	...	...	...	558	...	750	0 11	0 7
	John Elphinstone High School, Ahlaj	(1)	(260)	(259)	(219)	807	...	...	...	...	511	818	3 0	1 14
	Pringle High School, Peth ...	(1)	(127)	(156)	(135)	246	...	...	...	...	...	246	1 0	1 0
	K. E. S. High School, Panvel ...	(1)	(105)	(119)	(111)	383	...	...	...	...	...	383	3 1	3 1
Kolaba	K. E. S. A.-V. school, Mahad ...	(1)	(132)	(132)	(122)	308	...	...	...	...	...	308	2 8	2 8
	Native Institution, Uran ...	(1)	(37)	(37)	(28)	156	...	...	...	...	...	156	4 3	4 3
	St. Augustine A.-V. School, Panvel	(1)	(66)	(55)	(47)	59	...	...	...	...	...	59	1 1	1 1
	U. F. C., Revdanda	(1)	(50)	(38)	(34)	45	...	...	...	...	413	458	5 4	0 9

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1921.	Average monthly numbers.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	OTHER SCHOOLS FOR MALES—*continued.*													
	A.—Drawing Classes—*contd.*													
	Anglo-Vernacular—continued.													
	George Anglo-Vernacular School, Vengurla	(1)	(200)	(190)	(171)	272	...	...	...	...	...	272	1 6	1 6
	Private High School, Rájápur ...	(1)	(210)	(208)	(182)	627	...	...	170	...	212	1,059	5 9	3 6
Ratnágiri ...	R. E. S. School, Malwan	(1)	(57)	(108)	(98)	234	...	...	...	...	...	234	2 2	2 2
	A. S. Desai High School, Malwan	(1)	(242)	(256)	(229)	408	...	...	...	...	...	408	1 9	1 9
	Patwardhan Middle School, Ratnágiri ...	(1)	(192)	(205)	(178)	175	...	...	...	...	...	175	0 12	0 12
	A. P. M. High School, Vengurla...	(1)	(66)	(68)	(66)	118	...	...	...	...	...	118	1 6	1 6
	U. E. S. High School, Chiplun ...	(1)	(167)	(161)	(130)	195	...	...	...	...	...	195	1 12	1 12
	New English School, Poona ...	(1)	(1,013)	...	...	466	...	...	...	...	...	466	...	...
	Natu Marathi Vidyalaya ...	(1)	(481)	...	...	397	...	...	...	...	...	397	...	...
	Poona Native Institution ...	(1)	(512)	...	...	324	...	...	...	...	...	324	...	...
	Union High School, Poona ...	(1)	...	...	...	275	...	...	...	...	...	275	...	...
	Sardar Dastur Hoshang Boys' High School, Poona ...	(1)	(89)	(88)	(79)	176	...	...	...	...	...	176	2 0	2 0
	Private English High School, Junnar	(1)	(136)	...	...	...	...	...	...	...	...	...	...	...
	Camp Education Society's A.-V. School, Poona	(1)	(150)	(67)	(65)	111	...	...	...	...	...	111	1 11	1 11
Poona ...	Shri Gopal A.-V. School, Poona ...	(1)	(32)	(37)	(31)	...	...	...	...	...	...	...	...	...
	Alguankar's A.-V. School, Sirkee	(1)	(36)	(36)	(36)	...	...	...	...	...	...	...	...	...
	A. M. A.-V. Boys' School, Sirur...	(1)	(35)	(37)	(30)	...	...	...	...	...	...	...	...	...
	P. N. Institution's A.-V. School, Sunwad	(1)	(48)	(43)	(37)	...	...	...	...	...	...	...	...	...
	Poona Native Institution's A.-V. School, Baramati	(1)	(98)	...	...	77	...	...	...	...	...	77	...	...
	B. E. Society's A.-V. School, Jhena	(1)	(54)	(54)	(43)	...	...	...	...	...	...	...	...	...
	Vidya Prasarak Mandal's A.-V. School, Basta Peth, Poona ...	(1)	(123)	(63)	(51)	...	...	...	...	...	...	...	...	...
	Shri Shivaji Maratha High School, Poona	(1)	(223)	...	...	...	...	...	...	...	...	...	...	...
	New English School, Satára ...	(1)	(412)	...	...	...	...	...	...	...	...	...	...	...
	David High School, Wái	(1)	(230)	...	...	523	...	...	...	...	...	523	...	...
Satára ...	A. M. A.-V. School, Satara ...	(1)	(157)	(167)	(167)	316	...	...	...	...	...	316	1 11	1 11
	Sangli Education Society's A.-V. School, Tasgaon	(1)	(35)	...	...	...	...	...	...	...	...	...	...	...
		(1)	(101)	(90)	(82)	...	...	...	...	...	...	...	...	...
Sholapur ...	H. D. High School, Sholapur ...	(1)	(455)	...	...	...	...	...	...	...	...	...	...	...
	A.-V. School, Pandharpur ...	(1)	(90)	(92)	(71)	15	...	...	...	...	...	15	...	...
	A. M. High School, Ahmednagar ...	(1)	(350)	...	...	67	...	...	...	...	...	67	0 12	0 12
	S. P. G. M. High School, Ahmednagar	(1)	(102)	(107)	(97)	677	...	...	...	...	...	677	...	...
	Education Society's High School, Ahmednagar	(1)	(350)	...	...	267	...	...	...	...	...	267	2 11	2 11
Ahmednagar ..	Education Society's City School, Ahmednagar	(1)	(261)	(279)	(214)	1,118	...	...	...	...	...	1,118	...	...
	A. M. A.-V. School, Yeola ...	(1)	(42)	(78)	(70)	...	...	...	...	...	...	...	...	...
	Union Training School, Ahmednagar	(1)	(50)	(60)	(48)	273	...	...	...	...	...	273	5 7	5 7
	Sir D. M. Petit Industrial School, Ahmednagar	(1)	(49)	...	...	42	...	...	...	...	...	42	...	...
East Khandesh.	New English School, Jalgaon ...	(1)	(367)	(239)	(258)	188	...	...	...	...	...	188	0 10	0 10
	A.-V. School, Chalisgaon ...	(1)	(144)	(111)	(93)	69	...	...	...	...	...	69	0 10	0 10
	A. V. School, Thorgaon ...	(1)	(97)	(94)	(79)	...	...	...	...	...	...	...	...	...
	P. R. A.-V. School, Dharangaon .	(1)	(57)	(91)	(75)	...	...	...	...	...	...	...	...	...
West Khandesh.	City School, Dhulia	(1)	(240)	...	...	83	...	...	...	...	...	83	...	...
	New English School, Shahada ...	(1)	(18)	(10)	(16)	...	...	...	...	...	...	...	...	...
	M. J. High School, Viramgám ...	(1)	(217)	(214)	(179)	233	...	...	...	...	...	233	1 1	1 1
	Abbasse-i-Islam A.-V. School, Ahmedabad	(1)	(41)	(52)	(41)	76	...	...	...	...	...	76	1 7	1 7
Ahmedabad ...	J. L. New English School, Ahmedabad	(1)	(296)	(316)	(286)	75	...	...	...	...	...	75	0 4	0 4
	Tutorial High School, Ahmedabad	(1)	(416)	(408)	(317)	140	...	...	...	...	...	140	0 5	0 5
	Deaf and Mute School, Ahmedabad.	(1)	(32)	(37)	4.18	...	...	...	...	...	...	...	...	...
	New English School, Nadiad	(1)	(81)	(114)	(106)	261	...	...	...	...	...	261	2 5	2 5
Kaira ...	Sanathan English School, Dakore	(1)	(186)	(230)	(152)	213	...	...	...	...	...	213	1 0	1 0
	Jubilee Institution, Umreth ...	(1)	(351)	(203)	(205)	268	...	...	...	...	...	268	1 0	1 0
	I. P. Mission A.-V. School, Anand	(1)	(72)	(69)	(69)	103	...	...	...	...	...	103	1 8	1 8
	Union High School, Broach	(1)	(267)	(338)	(302)	247	...	...	...	...	...	247	0 12	0 12
Broach ...	Vidya Vardhak Mandal's A.-V. School, Hansot ...	(1)	(61)	(52)	(45)	...	...	...	...	...	...	...	...	...
	S. N. English School, Shukla Urtha	(1)	(63)	(56)	(46)	...	...	...	...	...	...	...	...	...

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1903.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	OTHER SCHOOLS FOR MALES—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	A.—DRAWING CLASSES—*contd.*													
	Anglo-Vernacular—continued.													
	Union High School, Surat ...	(1)	(500)	(540)	(501)	324	...	...	...	...	397	721	1 3	0 8
	I. P. Mission High School, Surat .	(1)	(229)	(292)	(242)	198	...	...	...	...	364	562	1 14	0 11
	T. and T. V. Sarvajanik High School, Surat	(1)	(466)	(443)	(391)	338	...	...	331	...	1,139	1,808	4 0	1 0
Surat	A.-V. School, Pardi	(1)	(141)	(139)	(116)	110	...	...	...	...	...	110	0 13	0 13
	Bai Avabai High School, Bulsar...	(1)	(190)	(192)	(171)	311	...	...	...	211	...	537	2 12	1 11
	Sir J. J. English School, Surat ...	(1)	(164)	(184)	(157)	193	...	...	...	...	...	193	1 5	1 5
	Shaik B. J. J. A.-V. School, Bulsar	(1)	(302)	(300)	(251)	310	...	...	...	...	...	310	1 1	1 1
Baroda Camp	M. E. Mission Boys' High School.	(1)	(135)	(117)	(104)	—	...	...	...	...	...	—	—	—
Dharwar	K. E. Mission High School, Dharwar ...	(1)	(93)	(93)	(90)	194	...	...	...	...	...	194	2 2	2 2
	New English School, Hubli ...	(1)	(246)	(236)	(191)	177	...	...	...	...	...	177	0 12	0 12
	K. E. Mission High School, Hubli	(1)	(70)	(112)	(91)	304	...	...	...	...	...	304	2 11	2 11
Belgaum	Begum Smith High School, Belgaum	(1)	(462)	(451)	(439)	308	...	...	...	...	...	308	0 13	0 13
Bijapur	Pandurangrao Desai Jubilee High School, Bijapur	(1)	(224)	(200)	(159)	335	...	...	...	...	353	688	3 7	1 11
	New English School, Bijapur ...	(1)	(187)	(182)	(146)	287	...	...	...	...	...	287	1 9	1 9
	Edward School, Ankola ...	(1)	(114)	(122)	(112)	250	...	...	...	...	...	250	2 2	2 2
	Hindu School, Karwar	(1)	(222)	(229)	(202)	272	...	...	...	...	279	551	2 8	1 4
	Gibb High School, Kumta ...	(1)	(271)	(260)	(232)	371	...	...	...	...	...	371	1 7	1 7
Kánara	A.-V. School, Sadashivgad ...	(1)	(139)	(103)	(66)	169	...	...	...	...	...	169	1 10	1 10
	St. Thomas' High School, Honawar	(1)	(189)	(197)	(169)	77	...	...	...	...	...	77	0 7	0 7
	Sind Madressah, Karachi	(1)	(552)	(633)	(531)	312	...	...	...	...	...	312	0 8	0 8
Karachi	Hindu Academy	(1)	(116)	(119)	(93)	94	...	...	...	...	...	94	0 13	0 13
	Parsi Virbaiji A.-V. School ...	(1)	(133)	(136)	(127)	125	...	...	...	...	...	125	0 15	0 15
	C. M. S. High School, Karachi	(1)	(541)	(574)	(477)	442	...	...	...	...	...	442	0 12	0 12
Sukkur	V. J. Technical School, Sukkur ...	(1)	(50)	(60)	(54)	105	...	...	...	...	...	105	2 2	2 2
	New Academy, Rohri	(1)	(96)	(91)	(74)	111	...	...	...	...	...	111	1 5	1 5
	Sukkurpur Academy	(1)	(179)	(168)	(142)	156	...	...	...	...	...	156	0 15	0 15
Hyderabad	Nara Vidyalaya High School, Hyderabad	(1)	(390)	(495)	(437)	248	...	...	...	...	...	248	0 10	0 10
	N. H. Academy, Hyderabad ...	(1)	(569)	(569)	(502)	311	...	...	...	...	...	311	0 9	0 9
	Nara Vidyalaya, Jhuranal Lane, Hyderabad	(1)	(56)	(58)	(51)	62	...	...	...	...	...	62	1 1	1 1
	Do. Fakir-Jo-Pir	(1)	(76)	(80)	(72)	64	...	...	...	...	...	64	0 13	0 13
Nawábshah	K. C. Academy, Shiáris ...	(1)	(169)	(176)	(154)	232	...	...	...	...	...	232	1 5	1 5
	Total, for Indian Schools ...	(119)	(24,747)	(25,459)	(17,460)	25,045	...	...	401	211	4,167	29,819	1 7	1 4
	Total, Aided ...	(119)	(29,872)	(25,391)	(21,980)	30,098	...	...	401	211	4,694	35,374	1 6	1 3
	Unaided.													
Satara	Parsi High School, Panchgani ...	(1)	(115)	...	...	...	...	...	...	...	...	...	...	...
East Khandesh.	A.-V. School, Savda	(1)	(68)	(63)	(52)	...	...	...	...	...	...	...	...	...
	N. E. S., Chopda	(1)	(43)	(46)	(41)	...	...	...	...	...	...	...	...	...
	N. E. S., Pachora	(1)	(47)	(36)	(25)	...	...	...	...	...	...	...	...	...
	Total, Unaided ...	(4)	(272)	(157)	(118)	...	...	...	...	...	...	...	...	...
	Total, A.—Drawing Classes for Males ...	1 (124)	34 (43,976)	32 (18,001)	18 (33,622)	41,407	...	...	401	211	4,694	46,803	1 3	1 1

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1902.	Average monthly numbers.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	OTHER SCHOOLS FOR FEMALES.													
	A.—Drawing Classes.													
	Government.													
Thána	A.-V. Girls' Middle School	(1)	(68)	(66)	(54)	...	...	...	...	...	...	...	...	...
Násik	Do. do.	(1)	(46)	(43)	(40)	...	...	...	...	...	...	...	...	...
Poona	High School for Indian Girls, Poona	(1)	(417)	...	...	...	...	...	...	...	...	...	...	...
	Training College for Women	(1)	(126)	(104)	(100)	...	...	...	...	...	...	...	...	...
Ahmednagar	A.-V. Girls' M. S., Ahmednagar	(1)	(51)	(38)	(28)	...	...	...	...	...	...	...	...	...
Ahmedabad	Girls' High School, Ahmedabad	(1)	(180)	(174)	(159)	...	...	...	...	...	...	...	...	...
	Mahalaxmi Training College for Women, Ahmedabad	(1)	(146)	(142)	(118)	...	...	...	...	...	...	...	...	...
	Total	(7)	(1,013)	(567)	(479)	...	...	...	...	...	...	...	...	...
	Aided.													
	European and Anglo-Indians.													
Bombay	Cathedral Girls' High School	(1)	(165)	(168)	(154)	241	...	...	...	...	...	244	1 7	1 7
	Convent High School, Clare Road	(1)	(159)	(204)	(179)	345	...	...	...	...	...	348	1 11	1 11
	Do. Fort	(1)	(129)	(101)	(87)	171	...	...	...	...	...	171	1 11	1 11
	Bombay Education Society's Girls' High School, Byculla	(1)	(145)	(131)	(107)	211	...	...	...	...	...	211	1 9	1 9
	Convent High School, Parel	(1)	(76)	(68)	(62)	174	...	...	...	...	...	174	2 8	2 8
Thána	Convent High School, Bandra	(1)	(132)	(118)	(112)	250	...	...	...	...	...	250	2 1	2 1
Násik	Convent School, Igatpuri	(1)	(121)	(107)	(95)	200	...	...	...	...	...	200	2 1	2 1
	G. I. P. Ry. School, Igatpuri	(1)	(91)	(65)	(57)	175	...	...	...	...	417	627	8 13	1 13
Poona	St. Mary's High School, Poona	(1)	(171)	(170)	(144)	325	...	...	...	...	625	950	12 11	2 11
	Convent High School, Poona	(1)	(136)	(130)	(116)	240	...	...	...	...	...	240	2 7	2 7
	Anglo-Indian Home, Poona	(1)	(115)	(110)	(107)	68	...	...	...	...	...	68	0 13	0 13
	St. Peter's Girls' High School, Khandala	(1)	(69)	(63)	(54)	334	...	...	...	...	...	334	5 9	5 9
East Khandesh	Girls' High School, Bhusawal	(1)	(67)	(59)	(46)	139	...	...	...	...	...	139	2 4	2 4
Satára	Girls' High School, Panchgani	(1)	(105)	(101)	(96)	241	...	...	...	...	...	241	2 6	2 6
	Total	(14)	(1,668)	(1,593)	(1,402)	3,049	...	...	...	...	1,092	4,101	2 9	1 11
	English-teaching.													
Bombay	St. Teresa's High School, Girgaum	(1)	(316)	(318)	(305)	150	...	...	...	...	...	150	0 8	0 8
Dhárwár	St. Joseph's School, Bhatkhalwar	(1)	(109)	(99)	(88)	...	...	...	...	...	...	...	...	...
	Convent High School, Hubli	(1)	(144)	(147)	(115)	390	...	...	...	...	...	390	2 10	2 10
	Total	(3)	(569)	(564)	(488)	540	...	...	...	...	...	540	0 15	0 15
	For Indians.													
Bombay	Bai B. Pandya Girls' High School	(1)	(108)	(108)	(100)	121	...	...	...	...	...	121	0 11	0 11
	Young Ladies' High School	(1)	(151)	(147)	(112)	275	...	...	...	...	...	275	1 13	1 13
	Sr. Kolomba High School	(1)	(138)	(141)	(108)	250	...	...	...	...	...	250	1 13	1 13
	Parel Girls' School, Fort	(1)	(65)	(64)	(49)	140	...	...	...	...	...	140	2 0	2 0
	Do. Chandawadi	(1)	(158)	(111)	(87)	302	...	...	...	...	...	302	2 15	2 15
	Emanuel Girls' High School	(1)	(93)	(92)	(79)	311	...	...	...	...	...	311	3 6	3 6
	Alexandra Native Girls' English Institution, Bombay	(1)	(211)	(172)	(152)	370	...	...	...	...	...	370	2 2	2 2
	Sir C. J. Jhodeyoncy A.-V. Girls' School, Bombay	(1)	(71)	(60)	(45)	107	...	...	...	...	...	107	1 12	1 12
	King George English School for Girls	(1)	(73)	(66)	(54)	58	...	...	...	...	...	58	0 14	0 14
Ratnágiri	Kanyashala, Malvan	(1)	(42)	(44)	(36)	57	...	...	...	...	...	57	1 4	1 4
Násik	Z. B. and M. M. A.-V. School, Manmad	(1)	(36)	(41)	(37)	110	...	...	...	...	...	110	3 1	3 1
Poona	Sava Seba Training Class, Poona	(1)	(125)	(133)	(99)	...	...	...	...	...	...	...	...	...
	U. F. C. M. Girls' School, Poona	(1)	(68)	(67)	(57)	...	...	...	...	...	...	...	...	...
	Sardar Dastur Hoshang Girls' High School, Poona	(1)	(71)	(77)	(63)	190	...	...	...	...	...	190	2 8	2 8
	U. F. C. M. Training College, Poona	(1)	(28)	(20)	(18)	...	...	...	...	...	...	...	...	...
	M. E. M. Girls' School, Talegaon Dabhade	(1)	(15)	(14)	(12)	...	...	...	...	...	...	...	...	...
	A. M. A.-V. School, Sirur	(1)	(17)	(17)	(16)	...	...	...	...	...	...	...	...	...
	St. Hilda's School, Poona	...	...	...	...	220	...	...	...	...	...	220	...	...
Sholapur	A. M. Veronco's Girls' School, Sholapur	(1)	(97)	(59)	(34)	...	...	...	...	...	...	...	...	...
	Z. M. M. Urdu Girls' School, Sholapur	(1)	(18)	(17)	(15)	106	...	...	...	...	...	106	...	...
	Z. M. M. Training Class, Sholapur	(1)	(10)	(9)	(9)	...	...	...	...	...	...	...	...	...
	Mary E. Hardinge K. T. School, Sholapur	(1)	(17)	(14)	(13)	...	...	...	...	...	...	...	4 6	4 6

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institution.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1921.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	OTHER SCHOOLS FOR FEMALES—*continued.*													
	A.—Drawing Classes—*contd.*													
	For Indians—contd.													
Ahmednagar	A. M. Girls' High School, Ahmednagar	(1)	(80)	...	...	258	...	...	...	...	...	258	—	—
	A. M. A.-V. School, Rahuri ...	(1)	(52)	(44)	(40)	173	...	...	...	...	...	173	3 14	3 14
Broach	Motibhai Wadia Young Ladies' English School	(1)	(78)	(71)	(68)	256	...	...	...	...	...	256	3 10	3 10
Surat	I. P. Mission, Zanana High School.	(1)	(72)	(66)	(54)	...	...	...	...	...	...	...	—	—
Karachi	Indian Girls' School	(1)	(161)	(141)	(104)	108	...	...	...	...	...	108	0 12	0 12
	Mama Parsi Girls' High School, Karachi	(1)	(223)	(201)	(196)	238	...	...	...	...	...	238	1 0	1 0
Hyderabad	Nawa Kanya Vidyala, Hyderabad .	(1)	(77)	(67)	(62)	88	...	...	...	...	...	88	1 0	1 0
	Kundanmal Girls' School ..	(1)	(194)	(179)	(154)	197	...	...	...	...	...	197	1 2	1 2
	Gidwani Girls' Primary School ...	(1)	(163)	(140)	(99)	56	...	...	...	...	...	56	0 6	0 6
	Total, for Indian Schools ...	(26)	(3,701)	(2,480)	(2,025)	4,141	...	...	...	...	...	4,141	1 11	1 11
	Total, Aided ...	(47)	(4,938)	(3,637)	(3,075)	7,740	...	...	...	...	1,052	8,792	1 14	1 11
	Unaided.													
Poona	Sharada Sadan High School, Kodgaon	(1)	(71)	...	...	...	...	...	...	...	...	...	...	...
	Total, A.—Drawing Classes for females	(55)	(6,022)	(3,904)	(4,404)	7,740	...	...	...	...	1,052	8,792	1 11	1 8
	B.—MISCELLANEOUS.													
	Other Schools for Males.													
	Government.													
	Veterinary Schools.													
Bombay	Veterinary College, Bombay ...	1	67	70	59	90,603	...	2,500	3,180	...	5,535	1,11,818	1,668 15	1,626 12
	Sloyd Classes.													
Ahmedabad	Sloyd Class attached to the F. R. Training College for Men, Ahmedabad	(1)	(160)	(180)	(146)	...	...	...	...	...	...	...	—	...
Dharwar	Sloyd Class attached to the High School, Dharwar	(1)	(338)	(346)	(339)	340	...	...	...	...	...	340	1 0	1 0
	Do. Training College for Men, Dharwar	(1)	(148)	(249)	(243)	2,725	...	...	...	...	...	2,725	16 16	16 16
Belgaum	Do. High School, Belgaum .	(1)	(299)	(299)	(309)	340	...	...	...	...	...	340	1 4	1 4
Bijapur	Do. do. Bijapur ...	(1)	(248)	(300)	(300)	340	...	...	...	...	...	340	1 11	1 11
	Total ...	(5)	(1,211)	(1,344)	(1,197)	3,745	...	...	...	...	...	3,745	3 0	3 0
	Music Classes.													
Dharwar	Singing Class attached to the Training College for Men ...	(1)	(246)	(346)	(318)	720	...	...	...	...	...	720	2 1	2 1
	Total, Government ...	1 (6)	67 (1,457)	70 (1,592)	59 (1,515)	1,04,368	...	2,500	3,180	...	5,535	1,16,483	69 8	62 12
	Municipal.													
	Sanskrit, Persian, Arabic, etc., Schools.													
Sholapur	Municipal Sanskrit Night School, Sholapur	1	18	29	16	109	...	151	—	...	...	251	8 11	3 7
	Victoria Sanskrit Night School, Barsi	1	31	29	21	—	12	184	—	—	108	304	10 8	—
	Municipal Sanskrit School, Pandharpur	1	43	31	29	Information not supplied.								
Sukkur	Sanskrit School, Shikarpur .	1	48	45	29	897	...	368	—	...	4	1,268	28 8	19 15
	Arabic School, Shikarpur ...	1	76	71	55	909	...	1,019	—	...	...	1,928	27 9	13 4
Hyderabad	Sanskrit School, Hyderabad ...	1	30	31	22	475	...	475	...	...	...	950	30 10	15 5
	Total ...	6	246	236	172	2,390	12	2,217	...	...	112	4,746	[illegible]	10 3

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1922.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other receipts.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	B.—MISCELLANEOUS—*contd.*						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	OTHER SCHOOLS FOR MALES—*continued.*													
	Aided.													
	Music Schools or Classes.													
Ratnagiri ...	Arya Gayan Vidyalaya	1	34	34	35	200	...	...	584	95	404	1,283	32 7	6 5
	The Singing Class attached to the Girlies' Training School	(1)	(50)	(48)	(41)	150	...	...	...	...	...	150	3 2	3 2
Násik ...	Singing Class Training School ...	(1)	(50)	(48)	(47)	150	...	...	...	...	...	150	3 2	3 2
Kolaba ...	Do. do. ...	(1)	(47)	(50)	(47)	75	...	...	...	...	...	75	1 8	1 8
Poona ...	Gayan Samaj Music School ...	1	1,080	1,179	974	1,000	...	...	...	...	...	1,000	0 14	0 14
Satára ...	Music Class Government Training School	(1)	(51)	(59)	(50)	150	...	...	...	...	...	150	3 0	2 0
Sholápur ...	Do. do. Sholápur ...	(1)	(50)	(48)	(46)	150	...	...	...	...	225	375	7 6	3 1
	Do. do. Northcote High School, Sholápur	(1)	(153)	(192)	(164)	150	...	...	...	...	468	618	3 6	0 13
East Khándesh.	Samiti Samaj, Jalgaon ...	1	60	57	49	273	...	...	435	252	...	1,000	18 10	4 13
	Gayan Vidya Prasarak Samaj, Jalgaon	1	33	25	19	225	...	...	210	339	...	774	31 12	9 0
	Music Class Government Training School, Jalgaon	(1)	(34)	(29)	(26)	150	...	...	...	...	...	150	3 0	3 0
Dharwar ...	Music Class, High School, Bijapur.	(1)	(180)	(150)	(156)	150	...	...	96	...	...	246	1 7	0 15
	Do. Lingadhalli (L. B. Area) ...	1	20	18	18	117	...	...	...	...	289	406	22 9	6 8
Mirpurkhas ...	Music Class	...	...	Close d	...	87	...	...	...	...	...	87	.....	...
	Total ...	8	1,281	1,803	1,674	3,055*	...	...	1,325	686	1,371	6,437*	3 6	1 9
		(8)	(613)	(655)	(603)									
	Schools for Defectives.													
	Victoria Memorial School for the Blind	1	42	39	34	2,414	...	2,500	...	7,372	...	12,286	303 10	57 8
Bombay ...	Institute for Deaf and Mutes	1	37	35	17	4,417	...	3,000	...	...	5,009	12,426	489 2	176 4
	Professor Dale's Deaf and Mute School	1	39	29	21	2,046	...	1,931	...	1,190	1,592	6,768	232 6	70 9
Ratnagiri ...	Parwahbai Deaf and Dumb School, Gankhalli	1	7	8	5	1,150	...	...	...	135	...	1,285	160 10	143 12
Ahmedabad ...	School for Deaf Mutes, Ahmedabad.	1	78	28	19	3,391	...	900	...	986	234	5,512	162 3	121 3
	Total ...	5	123	139	96	14,414	...	8,331	...	9,672	6,835	38,193	303 14	111 12
	Sanskrit, Persian and Arabic, etc., Schools.													
Bombay ...	Gokuldas Tejpal Sanskrit Pathashala	1	25	38	32	1,500	...	...	...	4,967	963	7,430	195 8	39 8
	Yajnavalya Pathashala ...	1	80	83	34	250	...	...	...	...	546	796	9 9	3 0
	Sanskrit Pathashala, Trimbak	1	39	38	21	135	...	144	...	1	150	430	12 10	4 3
	Sanskrit Pathashala, Yeola ...	1	20	20	19	129	...	55	...	...	392	574	18 3	4 11
	Do. do. Násik ...	1	32	21	12	85	...	150	...	50	28	320	13 6	4 0
	Madrasa Chasma-e-Kausar, Malegaon	1	50	54	44	60	...	...	...	25	113	198	3 10	1 1
	Madrasa C. Darul Ulum, Malegaon	1	62	58	47	99	...	...	...	85	173	357	5 2	1 11
	Doitul Ulum, Malegaon	1	74	68	57	419	...	100	...	72	679	1,270	18 1	0 2
Násik ...	Chisgat do.	1	48	50	30	90	...	...	...	...	382	472	7 5	1 9
	Sajyani do.	1	65	49	42	71	...	...	...	...	109	180	3 10	1 6
	Ahmd do.	1	67	43	48	114	...	...	...	...	189	303	4 15	1 13
	Madrasa Baria, Yeola ...	1	79	56	47	115	...	...	...	235	250	600	10 11	2 0
	Madrasa Khomejia, Arabic and Persian Night School	1	107	107	86	216	...	...	...	331	446	993	9 4	2 0
	Arabic and Persian Night School, Chandor	1	105	84	67	223	...	...	...	189	73	485	5 14	2 10
	Madrasa Faizul Islam High School, Yeola	1	83	66	74	190	...	...	...	392	164	746	8 10	2 4
	Sanskrit Pathashala, Poona ...	1	75	85	63	439	...	100	...	442	737	1,718	20 3	5 3
	St. Anthony's English and Tamil Teaching School, Poona	1	164	142	137	557	...	...	...	...	3,284	3,841	26 14	3 14
Poona ...	Bene Israel Hebrew School, Poona	1	54	59	37	106	...	...	...	...	541	647	10 15	1 13
	Madrasa Hanafia Khalifpura, Junnar	1	43	41	39	73	...	...	...	...	...	73	1 13	1 13

* Rs. 83 not included in Government of India, General Table IV.

SUBSIDIARY FORM No. 6—*continued.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1922.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating Each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	B.—MISCELLANEOUS—*contd.*													
	OTHER SCHOOLS FOR MALES—*contd.*													
	Aided—*contd.*													
	Sanskrit, Persian and Arabic, etc., Schools—*contd.*													
Satara	Sanskrit Pathashala, Satara	1	87	81	61	309	...	12	...	800	232	1,447	17 14	3 11
	Do. Tisgaon	1	23	26	18	126	...	...	...	9	317	451	22 0	6 4
Sholapur	Jain Pathashala, Sholapur	1	141	129	104	550	...	...	...	...	2,885	3,435	26 10	4 4
	L. V. Dharurkar's Sanskrit School, Pandharpur	1	28	28	16	185	...	...	...	283	63	531	18 15	6 10
	Madrasai Sahral, Jumma Masjid, Sholapur	1	40	33	32	48	...	...	...	...	252	300	9 4	1 6
	Madrasai Faizee-Am, Bori Masjid, Sholapur	1	42	40	37	81	...	...	...	...	54	135	3 10	1 4
	Madrasai Madina Masjid, Sholapur	1	38	42	30	54	...	...	...	...	66	120	3 14	1 4
	Bala Katri Masjid, Night School, Sholapur	1	45	44	38	45	...	...	...	...	315	360	8 2	1 0
	Madrasai Ibrahimiya Night School, Ganesh Peth, Sholapur	1	55	71	56	103	...	...	...	...	511	614	8 10	1 7
Ahmednagar	Education Society's Sanskrit School, Ahmednagar	1	34	30	24	119	...	...	...	...	230	336	11 15	3 15
	M. Ibrahimya Urdu School, Hatampura Nagar	1	54	32	27	90	...	...	...	...	620	710	22 6	2 8
	Anjuman-I-Islam, Vambori	1	26	24	21	93	...	...	86	...	206	385	17 11	2 3
	Do. Sangamner	1	87	60	60	90	...	...	...	...	227	317	4 8	1 5
	Private Night School, Sangamner	1	41	37	31	50	...	...	...	...	131	181	4 14	1 4
East Khandesh	Arabic Koran Teaching Maktab, Jalgaon	1	33	33	33	80	...	...	...	...	130	210	6 6	2 7
	Arabic Koran Teaching Maktab, Chopda	1	61	75	53	47	...	...	...	...	250	297	3 15	0 10
	L. H. Teaching Maktab, Nasirabad	1	128	142	114	138	...	...	...	...	100	238	1 11	0 13
	Anjuman-e-Falah-e-Dayain Maktab, Bhusawal	1	43	39	28	68	...	...	...	...	61	137	3 4	1 10
	Do. Dharangaon	1	122	128	102	100	...	...	...	...	500	600	5 11	0 13
	Koran Teaching Maktab, Amalner	1	92	65	48	93	...	...	...	...	78	171	3 10	1 7
	Koran Teaching Maktab, Chalisgaon	1	88	90	75	91	...	...	...	...	100	191	2 2	1 0
Ahmedabad	Shreyagar Sanskrit Pathashala	1	50	50	37	422	...	...	...	661	...	1,373	37 7	8 7
Kaira	Mahalaxmi Sanskrit Pathashala	1	42	29	19	...	...	72	...	94	125	294	10 2	...
Surat	Suryapur Sanskrit Pathashala, Surat	1	70	55	68	308	...	...	...	622	298	1,228	14 7	4 11
	Naridh Pathashala, Sanduler	1	20	21	10	214	...	...	...	...	1,953	2,167	103 3	10 3
Thana	Sanskrit School, Halkari	1	15	18	17	125	...	...	...	...	300	425	27 0	7 0
	Do. Abhigori	1	13	11	10	150	...	...	...	...	412	562	56 0	13 10
Kanara	Do. No. I, Gokarn	1	84	85	71	125	...	...	160	...	322	607	8 1	2 10
	Do. No. II, Do.	1	51	45	37	150	...	...	...	...	596	746	16 3	3 4
	Do. No. III, Do.	1	39	38	33	130	...	...	...	...	287	417	11 0	3 7
	Do. Kekkar	1	72	72	62	550	...	...	...	...	1,521	2,071	28 11	7 10
Dharwar	Sanskrit School, Haveri	1	14	19	13	267	...	...	...	...	1,937	2,204	116 0	14 1
	Do. Ranebennur	1	37	40	32	100	...	...	...	...	500	600	15 0	2 8
Bijapur	Do. Bijapur	1	36	25	21	100	...	60	...	...	...	160	6 6	4 0
	Do. Bagalkot (Lingayat)	1	26	21	21	203	...	960	...	...	...	323	13 7	10 2
	Total	54	3,061	3,078	2,344	10,449	...	719	226	9,638	24,508*	45,540	15 1	3 7
	Gymnasia.													
Bombay	Sir D. M. Petit Gymnasium	1	162	196	82	230	...	...	1,623	...	...	1,853	2 5	1 1
	Total, Aided	65 (8)	4,579 (610)	4,806 (693)	3,836 (603)	28,028*	...	9,050	3,173	20,016	32,761	93,028*	17 10	4 5

* Rs. 53 not included in Government of India, General Table IV.

SUBSIDIARY FORM No. 6—*concluded.*

District.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the Rolls on 31st March 1922.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Education each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	B.—MISCELLANEOUS—*contd.*													
	OTHER SCHOOLS FOR MALES—*contd.*													
	Unaided.													
Bombay ...	J. N. Petit Gymnasium	1	34	22	14	...	...	...	89	227	...	316	14 5	...
Kanara ...	Govind Balambhat Sanskrit School, Kumta	1	22	20	15	...	Not supplied.							
	Total ...	2	56	42	29	...	...	...	89	227	...	316	7 8	...
	Total, B.—Other Schools for Males	74 (14)	4,947 (2,009)	5,004 (2,127)	2,896 (2,118)	1,34,771*	12	15,267	6,462	20,343	38,408	2,13,065*	89 9	18 10
	B.—OTHER SCHOOLS FOR FEMALES													
	Aided.													
	Music Classes.													
Bombay ...	Sajsal Sangit Varga ...	1	48	50	40	400	...	...	813	...	853	2,066	41 5	8 0
Poona ...	Music and Harmonium Classes of the Seva Sadan, Poona ...	(1)	(85)	(80)	(54)	670	...	...	616	300	1,016	2,606	36 5	8 6
Dharwar ...	Singing Class, Training College for Women	(1)	(106)	(100)	(61)	Expenditure, included in the College.								
	Total ...	1 (2)	48 (191)	50 (180)	40 (145)	1,070	...	...	1,429	300	2,113	4,672	31 10	4 10
	Sanskrit, Persian and Arabic, Domestic Economic, etc., Schools.													
Bombay ...	Institution for Married Hindu Ladies	1	32	32	28	2,8)	...	500	2,031	...	3,793	9,131	175 9	53 15
	Seva Sadan Home Classes ...	1	60	62	45	1,097	...	510	313	...	1,049	2,769	44 10	17 11
Ratnagiri ...	Tailoring Class of District Training School	...	...	...	...	112	...	...	...	...	...	112	...	...
Poona ...	Seva Sadan Special Classes for Advanced Women ...	1	74	70	55	783	...	...	134	260	1,857	3,134	44 8	11 3
	Madrasa Islamiya Sayed Wada, Junnar	1	44	27	24	100	...	...	...	...	...	100	3 11	3 11
Satara ...	Islamiya Girls' Maktab, Karad ...	1	23	25	23	49	...	...	...	...	...	49	1 15	1 15
Sholapur ...	Miss Parwe's Needle Work and Domestic Economic Class ...	...	...	...	...	112	...	...	...	...	...	112	...	...
East Khandesh ...	Needle work and Domestic Economy Class, Jalgaon	(1)	(1)	(1)	(1)	31	...	...	...	...	...	31	31 0	31 0
West Khandesh.	Urdu Arabic Girls' Maktab, Nandurbar.	1	46	39	35	108	...	...	...	...	383	491	12 9	2 14
	Do. No. I, Shahada ...	1	28	33	29	66	...	...	...	...	54	120	3 10	2 0
	Do. No. II, Do. ...	1	32	30	27	59	...	...	...	...	55	114	3 13	1 15
	Do. No. III, Do. ...	1	31	30	27	44	...	...	...	...	80	124	4 2	1 8
Kaira ...	Needle work and Domestic Economy Class, Nadiad	(1)	(3)	(3)	(3)	116	...	...	...	...	...	116	38 11	38 11
Broach ...	Do. do. Broach ...	(1)	(4)	(4)	(4)	125	...	...	...	...	...	125	31 4	31 4
	Total ...	9 (3)	600 (8)	298 (8)	225 (8)	5,009	...	810	2,478	300	7,941	16,498	43 14	14 15
	Schools for Defectives.													
Bombay ...	A. M. School for the Blind ...	1	47	44	35	5,304	...	...	...	...	7,000	5,304	118 4	72 13
	Total, B.—Other Schools for females	31 (5)	435 (199)	402 (188)	301 (153)	9,483	...	810	2,907	720	11,154	29,674	41 1	15 3
	Total, School Education, Special...	207 (324)	13,338 (53,426)	12,621 (47,641)	10,042 (41,534)	14,80,158	69,060	79,436	1,09,976	66,679	2,56,080	20,54,389*	34 6	24 8

* Rs. 63 not included in Government of India, General Table IV.

Statement showing *all kinds* of Public and Private Institutions (for boys and girls) throughout the Native States of the Bombay Presidency and the Number of pupils attending them.

Native States.	Area in square miles.	Number of Towns and inhabited Villages.	Estimate of Population.	Number of Schools.	Number of Pupils on rolls on 31st March 1928.	Increase or Decrease of the year. Schools. Increase.	Schools. Decrease.	Pupils. Increase.	Pupils. Decrease.	Number of Schools not yet recognised by the Department and shown in column 15 of Govt. of India T. No. 1.	Number of Pupils in such Schools on 31st March 1928.	Percentage of Total Pupils in columns 6 and 12 to Population.	Number of Villages with Schools.	Average number of square miles to each Village with a School.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Bombay Division.														
Sáwantwádi	926	222	206,440	134	10,297	..	2	...	10	12	255	5·1	105	8·8
Janjira	364	233	87,534	68	3,366	4	...	132	...	...	...	3·9	41	7·9
Jawhár	310	107	49,062	15	677	...	3	82	...	...	...	1·3	13	23·8
Surgana	360	58	14,912	1	26	...	...	2	...	...	...	·17	1	36·0
Total ...	1,960	620	358,548	218	14,366	4	5	216	10	12	255	·0	160	12·0
Central Division.														
Poona	925	481	130,430	54	2,017	...	9	...	73	...	...	1·5	54	17·1
Sátára Agency	898	144	107,346	82	4,308	2	...	262	...	...	...	4·05	65	13·8
Sholapur	498	103	81,350	42	,357	...	1	94	...	...	...	4·1	38	13·1
Total ...	2,321	728	319,516	178	9,742	2	10		73	...	...	8·4	157	14·7
Northern Division.														
Rewa Kántha	4,956	,543	753,058	237	15,884	...	4	46	...	17	947	2·6	192	25·9
Cutch	7,616	948	484,547	138	8,310	1	...	556	...	329	11,053	3·8	205	37·2
Surat Agency	1,907	463	179,754	65	,4,347	...	...	204	...	...	...	2·3	55	35·0
Cambay	350	87	71,762	57	5,060	6	...	271	...	18	643	7·8	43	8·1
Mahi Kántha	3,134	1,853	450,478	140	9,008	...	5	...	79	15	651	2·3	131	23·8
Pálanpur (excluding Deesa Camp).	6,388	1,198	511,348	60	,326	...	1	37	...	11	290	0·6	61	104·7
Baroda Agency	...	...	...	7	574	...	...	8	...	...	...	...	...	...
Total ...	24,391	7,092	2,450,947	704	46,039	7	10	1,212	79	390	13,584	2·5	687	35·9
Káthiáwár	20,911	4,343	2,538,497	1,410	118,041	40	...	3,786	...	380	20,965	5·4	1,077	19·4
Southern Division.														
Kolhápur	3,217	1,047	833,726	500	28,442	69	...	7,956	...	16	703		460	6·9
Southern Maratha States including Ramdurg Jath and Daflapur.	4,017	743	691,056	510	33,476	7	...	1,919	...	67	2,745	5·1	454	8·8
Sávanur	70	23	36,830	17	1,136	...	...	...	32	...	...	6·7	13	5·2
Total ...	7,304	1,813	1,541,572	1,033	62,054	76	...	9,875	32	83	3,448	4·2	927	7·8
Sind.														
Khairpur State	6,050	130	193,181	129	5,451	2	...	196	...	...	...	2·8	125	47·0
Grand Total (Native States) ...	62,897	14,726	7,402,211	3,672	265,633	131	25	15,641	194	865	38,252	3·9	3,133	20·0

The list of Primary Schools for boys will be found in Subsidiary Form Nos. 4 and 5 for Native States and the figures contrast with those of the previous year as under:—

Division.	Managed by Native States.				Aided.				Unaided.				Total.			
	1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division ...	165	10,785	162	11,013	22	1,110	19	1,014	...	...	4	100	187	11,895	185	12,127
Central Division ...	173	8,184	164	8,410	...	...	...	...	...	...	...	...	173	8,184	164	8,410
Northern Division .	575	34,549	566	34,877	7	617	6	509	11	1,025	17	1,306	593	36,191	589	36,686
Káthiáwár	1,083	80,194	1,112	82,686	34	2,625	38	2,786	...	...	...	...	1,117	82,819	1,150	85,472
Southern Division .	810	42,465	857	48,841	22	14	43	2,759	...	...	...	...	832	42,179	900	51,600
Sind (Khairpur State)	83	3,706	84	3,714	35	885	34	991	...	...	...	...	118	4,591	118	4,705
Total ...	2,889	179,883	2,945	189,541	120	5,951	140	8,058	11	1,025	21	1,406	3,020	186,859	3,106	199,005

A comparative table showing Schools in Native States of the Bombay Presidency closed on account of plague on 31st March 1922:—

Class of Institutions.	Bombay Division.				Central Division.				Northern Division.				Káthiáwár.				Southern Division.				Sind.				Total.			
	1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools, Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools, Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools... Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	210	...	...	...	8	287	...	...	...	...	...	...	11	497
Primary Schools... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	70	...	...	...	...	...	...	...	...	...	...	...	1	70
Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	280	...	...	...	8	287	...	...	...	...	...	...	12	567

The list of Primary Schools for girls will be found in Subsidiary Form Nos. 4 and 5 for Native States and the figures contrast with those of the previous year as under:—

Division.	Managed by Native States.				Aided.				Unaided.				Total.			
	1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.		1920-21.		1921-22.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division ...	19	989	19	988	...	...	...	...	...	...	...	...	19	989	19	988
Central Division ...	6	403	7	474	...	...	...	...	...	...	...	...	6	403	7	474
Northern Division...	70	4,916	70	5,212	4	434	4	454	1	215	2	324	75	5,565	76	5,990
Káthiáwár ...	134	15,854	136	16,418	6	833	6	908	...	...	...	...	140	16,687	142	17,326
Southern Division ...	64	4,635	67	4,775	...	...	...	...	...	...	...	...	64	4,635	67	4,775
Sind (Khairpur State)	7	232	8	274	...	...	...	...	...	...	...	...	7	232	8	274
Total ...	300	27,029	307	28,141	10	1,267	10	1,362	1	215	2	324	311	28,511	319	29,827

STATEMENT SHOWING THE NUMBER OF MALE AND FEMALE PUPILS IN DIFFERENT STANDARDS OF PRIMARY SCHOOLS IN THE NATIVE STATES OF THE BOMBAY PRESIDENCY FOR 1921-22.

Statement showing the number of Male and Female pupils in different standards of Primar

Management.	Number of Primary Schools on 31st March 1922.	Total number of pupils in Primary Schools.	Infant.				Lower Primary Stage.							
			A		B		Standard I.		Standard II.		Standard III.		Standard IV.	
			Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Bombay Division.														
Native States ...	186	12,125	2,165	668	1,850	607	1,739	369	1,549	300	1,241	178	978	91
Aided ...	18	990	124	20	252	45	166	29	141	17	89	5	72	4
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	204	13,115	2,289	688	2,102	652	1,905	398	1,690	317	1,330	183	1,050	95
Central Division.														
Native States ...	171	8,884	2,447	502	926	132	1,453	266	1,028	139	855	73	612	45
Aided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	171	8,884	2,447	502	926	132	1,453	266	1,028	139	855	73	612	45
Northern Division.														
Native States ...	636	40,089	6,998	2,046	4,237	1,207	5,637	1,247	5,190	897	4,337	619	3,446	427
Aided ...	10	957	74	53	80	58	92	80	71	69	59	49	46	36
Unaided ...	19	1,630	93	44	228	61	276	83	255	72	195	52	169	45
Total ...	665	42,676	7,165	2,143	4,545	1,326	6,005	1,410	5,516	1,038	4,591	720	3,661	508
Southern Division.														
Native States ...	924	53,616	15,046	2,578	5,188	780	9,798	1,340	6,450	875	4,839	530	3,277	299
Aided ...	43	2,759	323	9	372	30	382	18	434	5	392	1	383	5
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	967	56,375	15,369	2,587	5,560	810	10,180	1,358	6,884	880	5,231	531	3,660	304
Sind.														
Native States ...	92	3,988	1,718	271	...	...	681	37	487	8	304	3	189	4
Aided ...	34	996	435	4	...	...	229	3	150	2	103	...	48	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	126	4,984	2,153	275	...	...	910	40	637	10	407	3	237	4
Kathiawar.														
Native States ...	1,248	99,104	24,163	10,827	12,704	3,866	8,570	3,026	5,410	2,080	4,887	782	4,074	517
Aided ...	44	3,694	781	299	390	150	461	100	349	125	341	71	150	48
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1,292	102,798	24,944	11,126	13,094	4,016	9,031	3,186	5,759	2,205	5,228	853	4,824	562
Grand Total ...	3,425	228,832	54,367	17,321	26,227	6,936	29,484	6,658	21,514	4,589	17,642	2,263	14,044	1,516

School in the Native States of the Bombay Presidency for 1921-22.

Total Lower Primary Stage.			Upper Primary Stage.									Total lower and upper primary stages.		
			Standard V.		Standard VI.		Standard VII.		Total upper Primary Stages.					
Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Total.
9,522	2,213	11,735	239	8	66	2	75	...	380	10	390	9,902	2,223	12,125
844	118	962	27	1	...	...	...	...	27	1	28	871	119	990
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10,366	2,331	12,697	266	9	66	2	75	...	407	11	418	10,773	2,342	13,115
7,321	1,157	8,478	232	12	105	2	55	...	392	14	406	7,713	1,171	8,884
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,321	1,157	8,478	232	12	105	2	55	...	392	14	406	7,713	1,171	8,884
29,845	6,443	36,288	1,782	270	1,099	72	586	2	3,467	334	3,801	33,312	6,777	40,089
422	345	767	35	61	30	40	14	...	79	111	190	501	456	957
1,216	357	1,573	18	24	6	8	1	...	25	32	57	1,241	389	1,630
31,483	7,145	38,628	1,835	355	1,135	120	601	2	3,571	477	4,048	35,054	7,622	42,676
44,598	6,402	51,000	1,287	117	655	47	508	2	2,450	166	2,616	47,048	6,568	53,616
2,286	68	2,354	202	...	85	...	118	...	405	...	405	2,691	68	2,759
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
46,884	6,470	53,354	1,489	117	740	47	626	2	2,855	166	3,021	49,739	6,636	56,375
3,379	323	3,702	127	...	98	...	69	...	286	...	286	3,665	323	3,988
965	9	974	15	...	7	...	...	...	22	...	22	987	9	996
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,344	332	4,676	142	...	97	...	69	...	308	...	308	4,652	332	4,984
60,408	21,098	81,506	10,342	1,606	4,352	322	976	...	15,670	1,928	17,598	76,078	23,026	99,104
2,472	850	3,322	117	101	94	25	35	...	246	126	372	2,718	976	3,694
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
62,880	21,948	84,828	10,459	1,707	4,446	347	1,011	...	15,916	2,054	17,970	78,796	24,002	102,798
163,278	39,383	202,661	14,423	2,200	6,589	518	2,437	4	23,449	2,722	26,171	186,727	42,105	228,832

STATEMENT SHOWING EXAMINATION RESULTS IN PRIMARY SCHOOLS IN THE NATIVE STATES OF EACH OF THE DIVISIONS OF THE BOMBAY PRESIDENCY AND KATHIAWAR FOR THE YEAR 1921-22.

		Number of separate schools examined.	Number of pupils examined.	Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.	
				Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.
*Bombay Division	Boys	125	1,329	59	43	45	30	20	14	880	401	4	3	6	5	109	54
	Girls	7	48	2	2	7	5	4	3	34	25	1	...	...	...	...	...
Total, Bombay Division ...		132	1,377	61	45	52	35	24	17	914	426	5	3	6	5	109	54
Central Division.	Boys	126	3,882	1,095	815	963	637	656	435	493	285	251	145	119	52	27	16
	Girls	7	228	107	78	58	32	41	30	25	21	15	11	...	...	...	...
Total, Central Division		133	4,110	1,202	893	1,021	669	697	465	518	306	266	156	119	52	27	16
Northern Division.	Boys	571	32,050	5,303	3,988	4,587	3,154	3,818	2,473	3,024	2,044	1,488	893	753	417	956	533
	Girls	74	5,109	923	572	711	462	495	306	300	183	211	122	106	63	...	...
Total, Northern Division ...		645	37,159	6,206	4,560	5,298	3,616	4,313	2,778	3,324	2,227	1,699	1,015	859	483	956	533
Káthiáwár	Boys	1,150	44,769	12,898	9,895	11,239	7,400	8,994	6,533	7,573	5,024	2,773	1,966	937	650	365	309
	Girls	142	7,197	2,679	2,141	1,896	1,438	1,342	1,005	799	628	398	310	83	68	...	...
Total, Káthiáwár ...		1,292	51,966	15,577	12,036	13,135	8,928	10,336	7,538	8,372	5,662	3,171	2,216	1,020	718	365	309
Southern Division.	Boys	837	25,274	8,396	4,966	6,307	3,921	3,887	2,647	3,392	2,070	1,025	626	392	227	728	347
	Girls	68	2,386	967	694	539	398	345	264	244	178	51	39	13	10	...	...
Total, Southern Division ..		905	27,660	9,363	5,660	6,836	4,319	4,232	2,911	3,546	2,248	1,076	665	405	237	728	347
Sind ...	Boys	118	4,740	638	554	519	441	469	402	179	162	195	135	87	81	25	23
	Girls	8	244	25	23	15	12	19	14	2	2	...	...	...	...	...	...
Total, Sind ...		126	4,984	663	577	533	453	479	416	181	104	195	135	87	80	25	23
Grand Total ...		3,233	127,156	33,152	23,771	26,865	18,020	20,081	14,125	17,055	10,973	6,412	4,190	2,496	1,575	2,210	1,284

*Complete information is not supplied by the States.

The table given below shows the number and average pay of all the full-time teachers in the Native State Primary Schools in each Division of the Bombay Presidency and Kathiawar, for the year 1921-22.

	Number of trained Head Masters and Mistresses.	Number of untrained Head Masters and Mistresses.	Number of trained Assistants and Mistresses.	Number of untrained Assistants and Mistresses who have passed Vernacular Final Examination.	Number of untrained and unpassed Assistants and Mistresses.	Average pay of trained Head Masters and Mistresses.	Average pay of untrained Head Masters and Mistresses.	Average pay of trained Assistants and Mistresses.	Average pay of untrained but passed Assistants and Mistresses.	Average pay of untrained and unpassed Assistants and Mistresses.
Male Teachers.						Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Bombay Division	38	139	26	73	77	19 0 5	14 10 7	15 1 10	17 4 9	13 4 9
Central Division	20	147	18	73	73	25 8 9	13 10 8	26 8 0	15 4 0	12 8 1
Northern Division	217	315	94	269	330	25 2 0	15 6 0	17 13 0	12 14 0	11 1 0
Kathiáwár ... Agency	156	133	40	7	315	31 15 11	18 15 11	27 2 2	17 4 7	14 5 6
Kathiáwár ... Private	...	9	...	...	4	...	13 0 0	...	...	12 0 0
Kathiáwár ... State	406	426	129	37	1,968	29 8 8	15 4 8	20 12 8	14 1 3	11 11 2
Southern Division	122	769	86	562	366	23 0 0	13 0 0	18 0 0	13 0 0	13 0 0
Sind	24	68	7	31	30	26 0 0	15 4 0	20 0 0	15 4 0	12 0 4
Total ...	983	2,006	450	852	2,863	27 9 1	14 7 11	20 12 8	13 10 11	12 0 4
Female Teachers.										
Bombay Division	1	3	1	...	4	22 0 0	17 5 4	15 0 0	...	16 12 0
Central Division	3	1	...	1	3	28 5 4	20 0 0	...	16 0 0	13 5 4
Northern Division	36	25	13	18	86	26 5 0	16 12 0	20 9 0	12 4 0	11 1 0
Kathiáwár ... Agency	33	3	30	1	50	27 2 5	20 0 0	20 1 1	15 0 0	14 9 7
Kathiáwár ... Private	...	...	...	...	...	...	...	...	..	...
Kathiáwár ... State	63	25	64	15	225	32 12 2	15 14 8	20 1 3	11 3 2	12 2 0
Southern Division	15	18	2	11	50	29 0 0	14 0 0	19 0 0	16 0 0	12 0 0
Sind	2	6	...	3	...	42 8 0	8 12 0	...	..	...
Total ...	153	81	110	49	419	29 10 2	15 7 6	20 1 1	12 2 5	12 3 10

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

SUBSIDIARY FORM No. 1.

Statistical Return of Colleges in the Native States of the Bombay Presidency for the Official Year 1921-22.

State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1922.			Average monthly strength.	Average daily attendance.	Expenditure.								Annual Cost of educating each Scholar.		Remarks.
			Reading for Degree.	Reading for First Examination.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Endowments.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	Arts Colleges.																	
	Native States.																	
Kathiawar ...	Bandlin College, Junagadh	1	42	122	164	163	145	...	...	...	6,842	37,247	...	846	64,935	444	...	
Do. ...	Samaldas College, Bhavnagar	1	32	88	120	119	101	...	...	...	5,163	32,374	...	...	37,537	371	...	
	Total ...	2	74	210	284	282	247	...	...	...	12,005	69,621	...	846	1,02,472	414	363	
	Aided.																	
Kolhapur ...	Rajaram College Kolapur ...	1	27	146	173	152	145	...	...	...	9,914	14,402	...	...	24,315	169	94	
	Unaided.																	
Sangli ...	Willingdon College, Sangli...	1	144	84	228	223	209	...	...	...	17,781	...	...	...	17,781	79	...	
	Total, Arts Colleges ...	4	245	440	685	657	601	...	...	...	39,700	1,04,022	...	846	1,44,568	239	153	

SUBSIDIARY FORM No. 2.

Statistical Return of High and Middle Schools (English) for Boys for the Official Year 1921-22.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial funds.	Local Cess.	Municipal Funds.	Fees.	Receipts of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to State.	Award or fine grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	ANGLO-VERNACULAR.																	
	Native States.																	
Sawantwadi	High School Sawantwadi	1	127	61	188	244	178	...	...	...	3,122	6,476	...	2	10,000	41	37	...
Janjira	Sir Sidi Ahmedkhan High School.	1	59	142	201	284	211	...	...	...	608	10,826	...	...	11,434	47	44	...
Poona	Bhor High School	1	92	88	180	188	140	...	3,838	...	...	...	...	...	3,838	30	...	...
Satara	S. S. High School, Aundh	1	71	...	71	58	48	...	...	...	...	4,001	...	...	4,001	80	80	...
	Medhali High School, Phaltan.	1	61	128	189	203	149	...	...	...	...	7,316	...	...	7,316	37	37	...
Sholapur	Akalkot, High School	1	82	88	170	167	144	...	...	...	3,811	4,310	...	...	8,121	49	20	...
Pilaspur	High School, Pilaspur							Not supplied.										
	High School, Sidhapur	1	67	115	182	155	140	...	...	...	...	6,557	...	...	6,557	47	...	...
Cambay	Do. Cambay	1	178	239	417	320	286	...	...	...	4,574	6,467	...	...	11,041	40	...	...
Rewa Kantha	Do. Nandod	1	204	148	402	395	302	...	...	...	2,668	13,709	...	...	16,377	59	...	...
Baroda Agency.	Maharaja Shree Mahandeji High School, Dharampur.	1	68	58	126	140	114	...	...	...	...	8,372	...	...	8,372	59	...	...
	Shree Gulabdaugji English School, Bansda.	1	60	67	127	119	94	...	...	...	...	9,278	...	...	9,278	84	...	...
Cutch	Alfred High School, Bhuj	1	111	...	111	153	97	...	...	...	1,081	4,340	...	...	5,421	47	...	...
Rewa Kantha.	Dungarji Zala High School	1	56	81	137	118	96	...	...	...	...	10,484	...	...	10,484	65	...	...
	S. K. School Lunawada	1	57	110	167	151	132	...	...	...	1,684	2,332	...	...	4,016	26	...	...
	Bahadurkhanji High School, Jambughoda.	1	397	262	659	988	668	...	...	...	1,382	21,159	...	...	22,541	33	...	...
	Jamnagar High School	1	409	...	409	503	370	...	...	...	16	21,011	...	910	22,037	54	...	...
	Jodiya High School	1	50	134	184	153	139	...	...	...	11	3,743	...	...	3,754	24	...	...
	Alfred High School, Bhavnagar.	1	325	...	325	393	324	...	...	...	6,276	15,427	...	...	16,703	54	...	...
	Mowi High School Sihori	1	66	94	160	177	162	...	...	...	1,038	4,105	...	...	5,143	34	...	...
	Bhavsinhji High School, Porbandar.	1	203	374	577	516	461	...	...	...	4,374	17,187	...	...	21,561	46	...	...
	Ajitsinhji High School, Dhrangadhra.	1	182	279	461	427	413	...	...	...	...	14,357	...	...	14,357	30	...	...
	Vakhatsinh Charitable High School, Morvi.	1	161	233	394	390	340	...	...	...	5,640	...	...	...	5,640	14	...	...
Kathiawad	Sagaji High School, Gondal.	1	128	246	374	363	309	...	...	...	6,158	3,590	147	25	9,720	34	...	...
	Vankaner High School	1	97	272	364	365	314	...	...	...	1,163	10,703	79	135	12,079	34	...	...
	Harris High School, Palitana	1	51	143	194	201	170	...	...	...	669	8,791	...	...	9,460	47	...	...
	Jasdan High School, Lindda.	1	225	202	430	468	408	...	...	...	599	10,440	...	520	12,559	28	...	...
	Alfred High School, Rajkot.	1	753	...	753	673	583	...	...	...	13,721	18,917	122	122	32,884	56	...	...
	Taj Raj High School, Wadhwan.	1	235	289	524	543	468	...	...	...	1,517	11,695	...	...	13,212	28	...	...
	Coronation High School, Mangrol.	1	57	135	172	177	150	...	...	...	1,860	10,236	...	...	12,116	68	...	...
	Una High School	1	27	75	102	102	81	...	...	...	63	6,855	...	...	6,918	67	...	...
	Rajkumar College, Rajkot	1	13	37	53	49	46	24,366	...	...	24,400	...	...	3,295	31,961	1,000	...	...
	Grassia College, Gondal	1	17	31	48	49	38	...	...	...	10,780	6,878	...	184	22,442	583	...	...
Southern Mahratta Country.	P. R. High School, Jamkhandi.	1	214	200	414	406	357	...	...	...	...	12,152	...	...	12,152	30	30	...
	High School, Sangli	1	261	168	429	491	431	...	...	...	9,437	12,600	...	...	22,002	47	47	...
	High School, Miraj	1	115	128	243	320	197	...	...	...	2,547	4,648	...	...	7,195	32	21	...
	High School, Savanur	1	60	48	108	124	112	...	...	1,000	2,007	1,190	...	300	4,596	37	6	...
	High School, Mudhol	1	98	223	321	187	161	...	...	...	...	4,796	...	...	4,796	25	25	...
	Chintamano High School, Shahapur.	1	163	116	279	790	259	...	...	...	4,979	8,549	...	...	14,528	52	35	...
Khairpur State.	High School, Khairpur	1	172	164	336	314	212	...	...	...	1,070	18,925	...	...	19,995	63	60	...
	Total, Native State High Schools.	30	5,813	5,544	11,357	11,676	9,286	24,366	3,838	1,000	1,02,562	3,62,317	347	4,393	5,49,023	40	32	...
	Aided (Recognised.)																	
Southern Mahratta Country.	Private English School, Kolhapur.	1	218	116	334	305	249	...	...	...	6,306	...	...	3,045	9,351	30	...	...
	City High School, Kolhapur	1	79	68	146	123	104	...	...	...	6,333	...	...	...	6,333	51	...	...
	City High School, Sangli	1	201	152	353	330	273	...	...	...	4,809	5,126	168	430	10,533	32	15	...
	Rajaram High School, Kolhapur.	1	246	236	505	482	415	...	...	...	11,628	10,000	...	...	21,628	45	21	...
Kathiawad	Sarafan Dharm High School, Bhavnagar.	1	362	160	522	764	632	...	...	...	8,735	7,329	...	406	16,460	21	21	...
	Total, Aided High Schools.	5	1,004	1,054	2,058	3,004	1,669	...	...	...	37,751	22,449	168	3,887	64,295	32	11	...

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1923. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial funds.	Local Funds.	Municipal Funds.	Fees.	Revenue of Native States.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to State.	Award or land grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	HIGH SCHOOLS.																	
	Anglo-Vernacular.																	
	Unaided (Recognised).																	
Kathiawad	Saurashtra High School, Rajkot	1	138	56	194	213	187	...	...	...	4,588	...	...	2,384	6,972	32	...	...
Cutch	Gokuldas Tejpal High School, Mandvi	1	93	166	259	240	208	...	...	...	3,210	...	6,605	...	9,815	40	...	...
Kolhapur	Irwin Christian High School, Kolhapur	1	32	63	95	92	81	...	...	...	2,131	...	...	...	2,131	26	...	...
	New School, Kolhapur	1	233	316	549	472	350	...	...	...	7,361	...	...	...	7,361	17	...	...
	Total, Unaided (Recognised) High Schools	4	466	601	997	941	826	...	...	...	23,630	...	6,605	2,384	33,339	35	...	...
	Grand Total, High Schools	48	7,313	6,799	14,112	14,024	11,881	24,966	3,838	1,000	2,14,223	9,84,905	7,120	11,084	8,47,197	46	37	...
	MIDDLE SCHOOLS.																	
	Anglo-Vernacular.																	
	Native States.																	
Sawantwadi	A.-V. School, Kudal	1	71	104	175	164	116	...	...	...	1,836	1,504	...	2	3,342	20	9	...
	Do. Aronda	1	53	79	132	133	96	...	...	...	1,068	820	...	...	2,408	18	6	...
	Middle School, Sasda	1	...	27	22	25	19	...	...	...	121	106	...	2	228	9	5	...
	Do. Algaon	1	...	46	46	54	47	...	...	...	363	300	...	...	663	12	5	...
	Do. Tulsi	1	5	40	45	59	32	...	...	...	107	424	...	...	531	13	10	...
	A.-V. School, Valwal	1	...	73	73	73	69	...	...	...	264	617	...	...	881	12	8	...
	Middle School, Madara	1	...	37	37	37	32	...	...	...	25	9	...	...	32	1	...	...
Janjira	Do. Janjira	1	In formation is included in High School, Janjira.															
Satara	Do. Aundh	3	...	244	244	190	183	...	...	...	127	...	...	1	128	1	...	...
Rewa Kantha	Billesnor A.-V. School	1	26	109	128	128	115	...	...	...	1,099	1,602	80	...	2,781	21	...	...
	Chhota Udepur do.	1	17	47	64	54	48	...	...	...	...	2,737	...	...	2,737	50	...	...
	Virpur do.	1	6	45	45	45	41	...	...	...	313	804	...	7	1,124	25	...	...
	Sunth Rampur do.	1	11	48	59	60	49	...	...	...	...	1,776	...	13	1,789	30	...	...
	Godhra Talukdari School	0	Closed.					2,000	...	...	1,379	1,000	500	...	4,879	...	...	...
	Mandva English School	1	10	42	52	54	48	...	...	...	1,027	1,205	...	...	2,232	54	...	...
Mahi Kantha	Idar A.-V. School	1	29	46	75	95	78	...	...	...	17	1,793	...	41	1,851	19	...	...
	Sidar Basir Sidra School	1	6	34	40	42	38	...	...	...	418	1,139	...	...	1,557	37	...	...
	Scott College, Sidra	1	5	19	22	23	21	...	...	...	3,469	...	2,270	222	5,961	269	...	...
	Manas A.-V. School	1	6	48	54	63	42	...	...	...	...	631	...	...	631	10	...	...
Palanpur	Gulbibai A.-V. School, Thurad	1	13	21	35	73	21	...	...	...	296	869	...	69	1,234	79	...	...
Cambay State	A.-V. School, Tarapur	1	...	18	18	27	24	...	...	...	324	1,651	...	...	1,975	75	...	...
Cutch	A.-V. School, Mandvi	1	...	84	84	78	66	...	...	...	334	513	35	...	882	11	...	...
	Do. Bhuj	1	...	237	237	266	185	...	...	...	1,321	5,89	...	8	1,719	7	...	...
	Do. Anjar	1	...	40	40	29	19	...	...	...	100	175	...	...	275	9	...	...
	Second Grade A.-V. School, Tera	1	...	14	14	15	11	...	...	...	34	40	...	1	79	5	...	...
Kathiawad	Talukdari Girlsnia School, Wadhwan Camp	1	9	64	73	73	65	...	...	...	19,801	...	...	...	19,806	271	...	...
	Wadhwan Civil Station Middle School	1	72	128	200	195	140	...	...	4,462	1,916	2,394	...	187	8,959	45	...	...
	Sir J. Middle School, Lakhtar	1	26	73	99	100	89	...	...	...	79	2,514	...	36	2,628	29	...	...
	Middle School Muli	1	14	69	74	74	64	...	...	...	187	1,293	...	...	1,480	19	...	...
	Do. Khotharia	1	...	17	17	17	13	...	...	...	41	495	...	...	536	31	...	...
	Do. Than	1	...	35	35	40	36	...	...	...	21	645	...	...	666	16	...	...
	Do. Sayala	1	...	46	46	43	39	...	...	...	...	345	...	6	345	8	...	...
	Do. Bajana	1	2	27	29	29	22	...	...	...	15	626	...	15	656	34	...	...
	Do. Dhrafla	1	...	38	38	35	29	...	...	...	163	249	...	...	412	11	...	...
	Do. Malira	1	...	38	38	32	36	...	...	...	...	336	...	...	336	12	...	...
	Do. Lodhika	1	...	15	15	14	13	...	...	...	57	291	...	12	348	28	...	...
	Do. Jalia Dewani	1	...	14	14	12	10	...	...	...	40	530	...	12	570	38	...	...
	Do. Jetpur	1	83	205	288	301	257	...	...	...	1,441	6,608	...	...	641	49	...	...
	Do. Jetalsar, C. S.	1	12	59	59	57	45	...	...	416	494	...	...	...	6,049	26	...	...
	Do. Bilkha	1	12	61	61	61	52	...	...	...	277	1,213	...	...	514	30	...	...
	Do. Dudai	1	...	26	26	26	18	...	...	...	55	516	...	...	1,400	22	...	...
	Do. Mendarda	1	...	42	42	37	28	...	...	...	131	499	...	...	571	24	...	...
	Do. Chital	1	...	39	39	38	36	...	...	...	160	862	...	...	1,022	28	...	...
	Do. Sagaura	1	39	87	126	126	92	...	...	...	699	1,890	...	...	2,589	21	...	...
	Do. Dhasa	1	...	12	12	17	11	...	...	...	...	285	...	3	283	16	...	...

SUBSIDIARY FORM No. 2—*continued.*

Division or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Roll on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to State.	Actual or fixed grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	NATIVE STATES—*continued.*																	
	Anglo-Vernacular—*contd.*																	
	Middle School, Bantwa	1	...	46	46	46	38	...	...	...	118	783	...	...	871	18	...	...
	Do. Sardargadh	1	...	15	15	19	14	...	...	...	...	347	...	12	359	18	...	...
	Do. Vadiyá	1	...	27	27	31	20	...	...	...	...	344	...	...	344	11	...	...
	Do. Junagadh Mahabat Madressa	1	20	134	154	159	137	...	...	...	...	9,012	...	...	9,012	56	...	...
	Do. Charvad	1	5	21	26	32	23	...	...	...	...	1,365	...	...	1,365	42	...	...
	Do. Patan	1	5	66	71	83	67	...	...	...	...	2,653	...	...	2,653	31	...	...
	Do. Vanthali	1	...	51	51	44	35	...	...	...	1	1,121	...	...	1,122	25	...	...
	Do. Dolvada	1	...	49	49	49	34	...	...	...	...	1,334	...	...	1,334	25	...	...
	Do. Kutiana	1	8	69	77	85	68	...	...	...	...	1,589	...	...	1,589	18	...	...
	Do. Veraval	1	19	124	143	147	110	...	...	...	3	4,462	...	...	4,465	30	...	...
	Do. Khambhalia	1	33	123	156	160	150	...	...	...	17	2,370	...	...	2,387	14	...	...
	Do. Balambha	1	...	85	85	75	70	...	...	...	4	604	...	...	608	8	...	...
	Do. Kandorna	1	6	35	41	40	33	...	...	...	18	655	...	335	1,008	28	...	...
	Do. Kalavad	1	...	49	49	29	29	...	...	...	334	102	...	440	876	30	...	...
	Do. Padadhari	1	9	41	50	44	39	...	...	...	...	165	...	721	886	20	...	...
	Do. Salaya	1	...	66	66	68	57	...	...	...	7	789	...	105	901	13	...	...
	Do. Lalpur	1	...	37	37	37	20	...	...	...	438	144	...	480	1,062	18	...	...
	Do. Jamjodhpur	1	10	55	65	44	38	...	...	...	641	833	165	43	1,682	37	...	...
	Do. Atkot	1	...	25	25	25	21	...	...	...	...	430	...	...	430	17	...	...
	Do. Hadiana	1	...	35	35	30	27	...	...	...	313	...	...	324	637	27	...	...
	Do. Raval	1	...	11	11	17	14	...	...	...	214	18	...	289	521	30	...	...
	Do. Vesal	1	...	18	18	19	15	...	...	...	112	...	...	73	185	9	...	...
Kathiawár.	Do. Gondia	1	...	16	16	16	13	...	...	...	159	15	...	63	234	14	...	...
	Do. Jambusta	1	...	16	16	23	18	...	...	...	...	14	454	...	468	28	...	...
	Do. Amran	1	...	13	13	10	9	...	...	...	131	17	...	213	361	36	...	...
	Do. Bhávad	1	...	71	71	68	52	...	...	...	537	193	...	...	730	13	...	...
	Do. Babra	1	15	73	88	90	79	...	...	...	1,377	...	...	3,007	4,374	46	...	...
	Do. Vala	1	8	42	50	61	46	...	...	...	...	1,057	...	...	1,057	17	...	...
	Do. Lathi	1	17	46	63	69	58	...	...	...	193	1,608	...	8	1,809	31	...	...
	Do. Sinagadh	1	5	22	27	31	27	...	...	714	258	...	...	...	972	31	...	...
	Bhavnagar Middle School	1	...	410	410	424	365	...	...	...	3,558	4,538	36	...	8,132	19	...	...
	Mátwa	1	124	224	348	397	342	...	...	...	2,704	6,711	...	...	9,415	23	...	...
	Kundla	1	26	112	138	159	135	...	...	...	966	2,199	...	...	3,165	23	...	...
	Botad	1	39	88	127	148	132	...	...	...	1,099	2,073	...	...	3,172	21	...	...
	Lilia	1	...	12	12	16	10	...	...	...	80	199	...	...	279	17	...	...
	Rajula English Class	1	...	49	49	45	40	...	...	...	280	300	...	...	580	13	...	...
	Talaja	1	15	39	54	63	53	...	...	...	435	2,101	...	...	2,536	40	...	...
	Trapaj English Class	1	...	21	21	18	14	...	...	...	103	204	...	...	307	17	...	...
	Umrala	1	...	38	38	34	28	...	...	...	182	340	...	...	522	15	...	...
	Gadhada	1	...	47	47	55	43	...	...	...	272	360	...	...	632	11	...	...
	Sanavav	1	...	52	52	50	40	...	...	...	250	849	...	...	1,099	21	...	...
	Ramakandarna	1	...	34	34	33	30	...	...	...	110	525	...	...	635	19	...	...
	Malhavpur	1	...	23	23	25	21	...	...	...	95	60	...	...	665	23	...	...
	Khambhodar	1	...	20	20	23	20	...	...	...	84	308	...	...	392	17	...	...
	Jankara	1	...	17	17	15	13	...	...	...	...	272	...	...	272	18	...	...

SUBSIDIARY FORM No. 2—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High Stage.	In Middle Stage.	Total.	Average monthly number	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to State.	Annual or fixed grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	MIDDLE SCHOOLS—*concluded.*																	
	NATIVE STATES—*concluded.*																	
	Anglo-Vernacular—contd.																	
Kathiawar—*continued.*	Halvad	1	62	170	232	205	177	...	...	...	...	4,806	...	...	4,806	23	...	...
	Sertapur	1	7	28	35	36	30	...	...	...	...	1,227	...	...	1,227	34	...	...
	Tikkar	1	...	25	25	25	23	...	...	...	...	1,200	...	...	1,200	48	...	...
	Charadva	1	...	9	9	12	11	...	...	...	...	628	...	...	628	53	...	...
	Jetalsar, Junction	1	...	64	64	62	57	...	...	...	83	1,326	...	...	1,326	23	...	...
	Dhoraji	1	37	156	193	180	153	...	...	...	2,216	511	49	78	2,873	18	...	...
	Gondalbar	1	...	43	43	40	36	...	...	...	...	1,676	...	...	1,676	41	...	...
	Dhrol	1	10	88	107	94	84	...	...	...	...	1,182	...	107	1,289	16	...	...
	Karasanjhi Middle School, Rajkot	1	...	681	681	647	576	...	...	...	6,750	7,057	16	212	14,035	22	...	...
	Karasanjhi Middle School, Rajkot, No. II	1	...	184	184	183	135	...	...	...	1,476	2,778	...	75	3,629	28	...	...
	Sardhar	1	...	58	58	34	31	...	...	...	65	553	...	...	618	18	...	...
	Kuvadva	1	...	11	11	14	12	...	...	...	69	387	...	...	456	32	...	...
	Nagnesh	1	5	21	26	20	17	...	...	...	7	542	...	...	549	34	...	...
	Jafrabad	1	3	84	87	46	38	...	...	...	74	737	...	...	811	17	...	...
	Manavadar	1	12	44	59	46	40	...	...	...	...	2,255	...	...	2,255	46	...	...
	Jasdan	1	8	50	58	66	56	...	...	...	600	1,465	...	...	2,071	31	...	...
	Vinchhia	1	...	22	22	21	20	...	...	...	260	340	...	...	600	30	...	...
Kolhapur Agency.	Govindarao School, Ichalkaranji	1	32	10	42	43	38	...	...	...	569	2,216	...	...	2,785	64	74	...
	F. G., A.-V. S., Kagal	1	11	64	75	75	65	...	...	...	267	1,970	...	...	2,237	29	26	...
	Second Grade, A.-V. School, Kolhapur	12	8	294	302	246	206	...	...	...	640	2,162	...	...	2,802	11	9	...
	A.-V. School, Vishalgad	1	...	19	19	17	15	...	...	...	54	374	...	...	428	25	22	...
Southern Maratha Agency.	A.-V. School, Kurundwad (Senior)	4	37	115	152	124	118	...	...	...	594	4,257	...	...	4,851	38	31	...
	F. G. A.-V. School, Ramnagar	1	40	80	120	126	108	...	...	...	785	2,370	...	...	3,155	26	19	...
	Second Grade, A.-V. S., Jamkhandi	3	27	147	174	137	126	...	...	...	170	2,862	...	...	3,032	19	18	...
	Do. Jath	1	8	56	64	48	37	...	1,309	...	...	1,397	...	...	2,706	41	20	...
	Do. Sangli	6	...	144	144	117	117	...	...	857	665	3,356	...	...	4,020	29	16	...
	Miraj, Junior	3	11	73	84	78	64	...	...	...	130	1,900	...	...	2,030	37	25	...
	Total, Native State Middle Schools	141	1,190	7,926	9,112	8,998	7,505	2,000	1,309	6,459	70,149	1,48,114	3,725	8,130	2,29,975	27	17	...
	AIDED (RECOGNIZED).																	
Baroda Agency	R. J. J. A.-V. School, Navsari	1	27	101	128	143	128	...	...	...	1,800	1,572	367	830	4,639	33	11	...
Kathiawar	Jamnagar New English School	1	...	459	459	476	391	...	...	...	4,253	1,000	...	941	6,194	15	...	...
	Jamnagar Vidhyji School	1	...	67	67	17	66	...	...	...	914	200	...	679	1,793	26	...	...
Southern Maratha Agency.	Second Grade A.-V. School Suraban, (Kanadara)	1	...	41	41	16	37	...	...	...	181	72	...	34	307	9	2	...
	Total, Aided Middle Schools	4	27	668	695	653	560	...	...	...	7,248	2,904	367	2,484	13,103	20	5	...
	UNAIDED (RECOGNIZED).																	
Sawantwadi	George Middle School	1	28	104	132	129	99	...	...	...	1,433	...	...	...	1,433	11	...	...
	Middle School, Malvan	1	...	24	24	21	19	...	...	...	100	...	...	132	232	11	...	...
Mahi Kantha Agency.	A.-V. School, Pethapur	1	7	64	71	78	64	...	...	...	503	...	...	1,220	1,723	22	...	...
	Do. Nalia	1	...	21	21	28	23	...	...	...	227	...	283	...	510	18	...	...
Cutch	Pijarchi A.-V. School Kera	1	9	22	31	28	19	...	...	...	...	...	455	...	455	16	...	...
	Ladakhai do. do.	1	...	9	9	7	5	...	...	...	...	...	183	...	183	36	...	...
	Purbia do. Bhatiyar	1	...	5	5	5	4	...	...	...	...	...	181	...	181	36	...	...
	G. T. Y. G. do. Kothara	1	...	13	13	13	9	...	...	...	89	...	368	40	497	39	...	...
	A. G. T. do. Jakhau	1	...	18	18	15	12	...	...	...	131	...	165	34	330	30	...	...
	do. Vindhan	1	...	11	11	11	11	...	...	...	33	...	275	75	383	35	...	...
Kathiawar	Dreji Vasanji English School, Shahpur	1	...	31	31	23	20	...	...	...	...	...	340	...	340	14	...	...
	Jamal Middle School, Jamnagar	1	...	75	75	74	56	...	...	...	...	...	3,600	...	3,600	35	...	...
	Sanatan Dharma Middle School, Chuda	1	12	77	89	88	65	...	...	...	979	...	...	1,000	1,979	22	...	...
Kolhapur	Second Grade, A.-V. Schools (Samawadi and Harihar Vidyalaya)	2	20	148	168	162	138	...	...	...	1,497	...	...	...	1,497	10	...	...
	Total, unaided Middle Schools	15	77	610	687	687	545	...	...	...	5,192	...	4,845	2,491	12,528	18	...	...
	Grand Total, Middle Schools	160	1,300	9,180	10,480	10,271	8,651	2,000	1,398	6,459	82,579	1,51,168	8,937	13,125	2,65,606	26	15	...

SUBSIDIARY FORM No. 3.

Statistical Return of High and Middle Schools (English) for Girls for the official year 1921-1922.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. In High School.	In Middle School.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial funds.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to State.	Amount of fixed grant or the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	Native States.																	
	Anglo-Vernacular.																	
Kathiawar	Manghira Girls' High School, Gondal	1	4	335	339	320	303	...	...	...	1	9,364	420	40	9,768	39	...	.....
	Maji Raj Girls' High School, Bhavnagar	1	19	62	81	68	70	...	...	...	...	6,272	135	89	6,496	73	...	.....
	Total, Native State High Schools	2	23	397	420	408	273	...	...	...	1	15,633	561	129	16,224	40	38	.....
	MIDDLE SCHOOLS.																	
	Native States.																	
	Anglo-Vernacular.																	
Kathiawar	Lawaji Raj Girls' Middle School, Rajkot	1	3	56	59	60	43	...	...	...	...	2,600	...	5	2,704	45	...	.....
	Jasanagar Girls' Middle School	1	...	32	32	32	22	...	...	...	...	527	...	...	527	16	...	.....
Sivantvadi	A.-V. Girls' Middle School	1	13	63	76	76	30	...	...	...	...	2,042	...	5	2,047	26	20	.....
	Total, Native State Middle Schools	3	16	151	167	168	95	...	...	...	...	5,168	...	10	5,278	31	21	.....
	Aided (Recognised).																	
Kathiawar	Rajkot Mission Girls' Middle School	1	...	32	32	19	13	...	...	...	139	150	...	879	1,168	61	9	.....
	Grand Total, Middle Schools	4	16	183	199	187	108	...	...	...	139	5,418	...	889	6,446	34	29	.....

SUBSIDIARY FORM Nos. 4 AND 5.

Statistical Return of Primary Schools (Vernacular) for Boys and Girls for the Official year 1921-1922.

State.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Primary: Upper Stage.	Primary: Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to State.
1	2		3	4	5	45	5	6	7	8	9	10	11	12	13	14	15	16
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	BOMBAY DIVISION.																	
	Day Schools.																	
Savantwadi	Native States	Boys	98	202	7,485	7,777	6,913	5,821	...	...	...	4,324	47,576	...	277	46,977	6 12	0 2
		Girls	6	...	510	510	483	203	...	...	...	...	3,920	...	6	3,926	8 2	0 1
	Aided	Boys	18	28	962	990	883	696	...	...	...	1,195	666	...	120	1,981	2 3	0 12
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools	Boys	116	230	8,447	8,767	7,796	6,519	...	...	...	5,519	48,242	...	397	48,958	6 4	0 1
		Girls	6	...	510	510	483	203	...	...	...	...	3,920	...	6	3,926	8 2	0 2
	Total, Day Schools		122	230	8,957	9,277	8,279	6,722	...	...	...	5,519	52,162	...	403	52,884	6 6	0 10
	Day Schools.																	
Janjira	Native States	Boys	49	78	2,488	2,571	2,163	1,775	...	3,735	...	316	13,784	...	...	17,835	8 2	0 4
		Girls	12	4	436	440	424	259	...	799	...	...	3,236	...	...	4,035	9 9	7 10
	Aided	Boys	1	...	34	34	25	13	...	...	...	...	45	...	...	45	1 12	1 12
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	Boys	4	...	100	100	80	65	...	Information not given				...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools	Boys	54	78	2,617	2,695	2,268	1,853	...	3,735	...	316	13,829	...	...	17,880	...	...
		Girls	12	4	436	440	424	259	...	799	...	...	3,236	...	...	4,035	...	...
	Total, Day Schools		66	82	3,053	3,135	2,692	2,112	...	4,534	...	316	17,065	...	...	21,915	...	...
	Day Schools.																	
Jawhar	Native States	Boys	14	15	624	639	546	351	...	...	...	...	9,801	...	...	9,801	16 7	16 7
		Girls	1	1	37	38	35	15	...	...	...	...	794	...	...	794	22 10	22 10
	Total, Day Schools		15	16	661	677	630	366	...	...	...	...	10,595	...	...	10,595	...	...
	Day Schools.																	
Surgana	Native States	Boys	1	...	26	26	28	24	...	...	...	...	302	...	...	302	10 12	10 12
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools		1	...	26	26	28	24	...	...	...	...	302	...	...	302	10 12	10 12
	Day Schools.																	
Abstract, Bombay Division.	Native States	Boys	162	343	10,623	11,013	9,729	7,971	...	3,735	...	4,640	68,263	...	277	74,915	...	...
		Girls	19	5	983	988	942	477	...	799	...	...	7,950	...	6	8,755	...	...
	Aided	Boys	19	28	996	1,024	908	713	...	...	...	1,195	711	...	120	2,026	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	Boys	4	...	100	100	80	65	...	Not supplied.				...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools	Boys	185	413	11,714	12,127	10,717	8,749	...	3,735	...	5,835	68,974	...	397	76,941	...	...
		Girls	19	5	983	988	942	477	...	799	...	...	7,950	...	6	8,755	...	...
	Total, Day Schools		204	418	12,697	13,115	11,659	9,226	...	4,534	...	5,835	76,924	...	403	85,696	7 6	6 6

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Primary Stage.	Lower Primary Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Education each Pupil. Total Cost.	Cost to State.
1		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Day Schools.																
Poona ...	Native States . Boys ...	52	58	1,710	1,768	1,664	1,331	...	11,589	...	...	...	...	...	11,589	6 15	...
	Native States . Girls ...	1	...	60	60	57	45	...	498	...	...	...	...	...	498	8 11	...
Satara ...	Native States . Boys ...	71	87	3,474	3,561	3,000	2,729	...	35,819	...	...	...	...	...	35,819	9 15	...
	Native States . Girls ...	5	5	257	262	255	174	...	2,023	...	...	...	...	...	2,023	7 15	...
Sholapur ...	Native States . Boys ...	40	248	2,796	3,044	3,005	2,439	...	4,977	...	1,274	18,100	...	...	24,351	8 0	6 0
	Native States . Girls ...	1	8	135	143	147	99	...	...	...	...	1,128	...	...	1,128	7 0	7 0
	Total, Day Schools. Boys ...	163	393	7,980	8,373	8,260	6,499	...	52,385	...	1,274	18,100	...	...	71,759	8 10	2 3
	Total, Day Schools. Girls ...	7	13	461	474	459	318	...	2,521	...	...	1,128	...	...	3,649	7 15	2 7
	Total, Day Schools ...	170	406	8,441	8,847	8,728	6,817	...	54,906	...	1,274	19,228	...	...	75,408	8 10	2 3
	Night Schools.																
Satara ...	Native States . Boys ...	1	...	37	37	36	13	...	...	...	...	...	...	...	...	...	...
	Native States . Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	1	...	37	37	36	13	...	...	...	...	...	...	...	...	...	...
	Day Schools.																
Abstract, Central Division	Native States . Boys ...	163	393	7,980	8,373	8,260	6,499	...	52,385	...	1,274	18,100	...	...	71,759	8 10	2 3
	Native States . Girls ...	7	13	461	474	459	318	...	2,521	...	...	1,128	...	...	3,649	7 15	2 7
	Total, Day Schools ...	170	406	8,441	8,847	8,728	6,817	...	54,906	...	1,274	19,228	...	...	75,408	8 10	2 3
	Night Schools.																
	Native States . Boys ...	1	...	37	37	36	13	...	...	...	...	...	...	...	...	...	...
	Native States . Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	1	...	37	37	36	13	...	...	...	...	...	...	...	...	...	...
	Total, Day and Night Schools ...	171	406	8,478	8,884	8,764	6,830	...	54,906	...	1,274	19,228	...	...	75,408	8 10	2 3

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

State.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1902. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to State.
1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
Rewa Kantha	Northern Division.															
	Day Schools.															
	Native States	Boys	202	1,388	11,428	12,816	12,529	9,903	...	...	...	2,823	1,09,691	...	44	1,12,498	8 15	...
		Girls	19	169	1,574	1,743	1,700	1,311	...	...	...	...	15,774	...	...	15,774	9 9	...
	Aided	Boys	2	...	79	79	69	63	...	...	...	80	85	70	...	235	3 6	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	Boys	2	...	63	63	18	40	...	...	...	...	...	...	150	150	2 9	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools.	Boys	204	1,388	11,570	12,958	12,656	9,965	...	...	...	2,903	1,09,776	70	194	1,12,803	8 14	...
		Girls	19	169	1,574	1,743	1,700	1,311	...	...	...	...	15,774	...	...	15,774	9 9	...
	Total, Day Schools		225	1,557	13,144	14,701	14,356	10,276	...	...	...	2,903	1,25,450	70	194	1,28,657	8 15	...
	Night Schools.															
	Native States	Boys	1	...	18	18	20	12	...	...	...	...	158	...	...	158	7 14	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools		1	...	18	18	20	12	...	...	...	...	158	...	...	158	7 14	...
	Total, Day and Night Schools.	Boys	207	1,388	11,588	12,976	12,676	9,977	...	...	...	2,903	1,09,934	70	194	1,12,961	8 4	...
		Girls	19	169	1,574	1,743	1,700	1,311	...	...	...	...	15,774	...	...	15,774	9 9	...
	Total, Day and Night Schools		226	1,557	13,162	14,719	14,376	10,288	...	...	...	2,903	1,25,648	70	194	1,28,835	8 15	...
Mahi Kantha	*Day Schools.*															
	Native States	Boys	119	806	7,060	7,921	7,553	5,910	2,000	...	...	1,427	41,192	...	17	44,636	5 13	...
		Girls	16	73	882	955	855	563	...	...	...	...	5,711	...	...	5,711	6 11	...
	Total, Day Schools		135	879	7,947	8,876	8,408	6,473	2,000	...	...	1,427	46,903	...	17	50,347	6 0	...
Palanpur Agency.	*Day Schools.*															
	Native States	Boys	51	304	1,954	2,258	2,068	1,740	...	...	...	160	17,678	...	930	18,777	9 4	...
		Girls	7	23	328	351	315	225	...	...	...	...	3,108	...	206	3,314	10 8	...
	Total, Day Schools		58	327	2,282	2,609	2,383	1,965	...	...	...	160	20,786	...	1,136	22,091	8 9	...
Baroda Agency.	*Day Schools.*															
	Aided	Boys	3	79	139	218	237	192	1,724	...	...	...	...	4,412	...	6,036	24 13	...
		Girls	3	105	123	228	212	187	1,441	...	...	...	...	5,744	...	7,185	31 0	...
	Total, Day Schools		6	184	262	446	459	379	3,165	...	...	...	...	10,156	...	13,221	28 8	...
Surat Agency.	*Day Schools.*															
	Native States	Boys	56	301	3,376	3,677	3,445	2,304	...	...	...	...	29,035	...	...	29,921	8 11	...
		Girls	7	29	488	517	494	332	...	...	...	...	6,048	...	...	6,048	12 4	...
	Total, Day Schools		63	330	3,864	4,094	3,939	2,728	...	...	...	...	35,083	...	...	35,903	9 2	...
Cambay	*Day Schools.*															
	Native States	Boys	39	412	2,937	3,379	3,567	2,742	...	...	...	2	37,359	...	...	37,362	10 5	...
		Girls	9	49	831	880	921	646	...	...	...	...	9,772	...	...	9,772	10 10	...
	Unaided	Boys	6	22	221	243	230	237	...	...	...	...	...	343	231	577	2 7	...
		Girls	1	27	106	133	136	91	...	...	...	...	...	339	...	339	2 8	...
	Total, Day Schools		55	510	4,095	4,615	4,853	3,716	...	...	...	2	47,132	681	231	48,050	9 11	...

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

State.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Roll on 31st March 1902. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to State.
1	2		3	4.	4a	4b	5	4	7	8	9	10	11	12	13	14	15	16
	Day Schools.									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Native States	Boys	89	181	4,586	4,767	4,602	3,615	...	400	...	4,662	29,016	1	1,088	34,027	6 4	...
		Girls	13	14	822	836	785	435	...	325	...	1	4,716	...	193	5,235	6 11	...
	Aided	Boys	1	...	206	206	193	128	...	...	...	189	198	203	12	602	3 3	...
		Girls	1	6	230	236	217	111	...	...	...	...	404	350	20	774	3 9	...
	Unaided	Boys	9	3	997	1,000	956	703	...	...	...	703	...	5,387	900	7,190	7 5	...
		Girls	1	5	186	191	166	121	...	...	...	...	...	753	...	753	4 9	...
	Total, Day Schools.	Boys	99	184	5,789	5,973	5,748	3,849	...	400	...	4,854	33,214	5,791	1,979	36,419	6 5	...
		Girls	14	25	1,238	1,263	1,168	667	...	325	...	1	5,120	1,103	213	6,762	5 13	...
Cutch	Total, Day Schools		113	209	7,027	7,236	6,916	4,516	...	815	...	4,855	38,334	6,894	2,189	43,181	6 4	...
	Night Schools.																	
	Native States	Boys	9	2	129	131	137	66	...	...	...	112	659	...	6	777	6 10	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools		9	2	129	131	137	66	...	...	...	112	659	...	6	777	6 10	...
	Total, Day and Night Schools.	Boys	108	186	5,918	6,104	5,885	3,915	...	400	...	4,966	33,873	5,791	1,976	37,196	6 5	...
		Girls	14	25	1,238	1,263	1,168	667	...	325	...	1	5,120	1,103	213	6,762	5 13	...
	Total, Day and Night Schools		122	211	7,156	7,367	7,053	4,582	...	815	...	5,067	38,993	6,894	2,189	43,958	6 4	...
	Day Schools.																	
	Native States	Boys	556	3,462	31,230	34,728	31,084	24,738	2,000	400	...	8,483	2,57,813	1	3,040	2,71,835	8 0	...
		Girls	70	907	4,965	5,872	5,079	3,462	...	325	...	1	40,139	...	399	40,864	9 6	...
	Aided	Boys	6	79	429	508	485	283	1,224	...	...	269	283	4,685	12	6,473	13 5	...
		Girls	4	111	343	454	449	298	1,441	...	...	...	404	6,604	20	7,469	17 12	...
Abstract, Northern Division.	Unaided	Boys	17	25	1,281	1,306	1,253	919	...	...	...	703	...	5,929	1,395	7,017	6 5	...
		Girls	2	32	292	324	302	219	...	...	...	...	...	1,092	...	1,092	5 10	...
	Total, Day Schools.	Boys	579	3,566	32,941	36,537	32,822	26,190	3,224	400	...	9,455	2,58,095	10,619	3,440	2,86,325	8 9	...
		Girls	76	450	5,540	5,990	5,830	3,920	1,441	325	...	1	40,543	7,696	419	48,925	9 7	...
	Night Schools.																	
	Native States	Boys	10	2	147	149	157	78	...	...	...	111	837	...	8	956	6 12	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day and Night Schools.	Boys	589	3,568	33,088	36,686	33,840	26,268	3,224	400	...	9,567	2,58,932	10,619	3,448	2,87,180	8 0	...
		Girls	76	450	5,540	5,990	5,830	3,920	1,441	325	...	1	40,543	7,696	419	48,925	9 6	...
	Total, Day and Night Schools		665	4,018	38,628	42,676	41,670	30,188	4,665	815	...	9,568	3,00,475	17,815	3,771	3,42,085	8 3	...
	Day Schools.																	
	Agency	Boys	270	4,179	12,462	17,641	16,008	17,882	...	...	7,876	6,467	1,40,170	8	2,531	1,60,752	9 10	...
		Girls	28	437	2,481	2,918	2,629	1,921	...	...	3,126	...	22,503	...	771	27,307	9 10	...
	Private	Boys	21	296	3,872	3,162	2,971	1,579	...	...	732	196	1,814	23,022	3,952	29,116	14 1	...
		Girls	5	13	691	704	717	126	...	...	...	...	49	9,078	749	10,876	15 10	...
Kathiawar	State	Boys	815	11,281	51,483	62,767	61,183	47,368	...	...	...	14,086	3,33,909	2,062	5,132	3,55,192	7 1	...
		Girls	28	1,372	11,424	12,796	12,397	8,134	...	...	...	47	1,11,634	885	1,406	1,13,972	9 5	...
	Police	Boys	2	10	57	67	60	35	612	...	...	...	60	...	102	774	12 14	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	Boys	38	310	2,540	2,790	2,740	2,248	670	...	181	1,179	7,094	...	3,721	12,955	4 10	...
		Girls	6	116	792	908	875	663	300	...	210	...	1,516	...	2,174	4,200	4 13	...
	Total, Day Schools.	Boys	1,146	16,096	69,414	85,423	82,722	68,108	1,282	...	8,907	22,743	6,06,157	25,182	15,548	7,59,719	9 2	...
		Girls	143	1,948	16,379	17,326	16,618	11,232	300	...	3,336	47	1,34,507	10,543	5,100	1,52,552	9 6	...

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

State.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Roll on 31st March 1922. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to State.
1	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	KATHIAWAD—*continued.*								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Night Schools.																	
Kathiawad	Agency	Boys	2	—	13	13	13	12	...	...	...	4	49	...	...	49	3 17	...
		Girls	...	—	—	—	—	—	...	...	...	...	...	...	...	...	—	—
	State	Boys	2	13	23	36	36	33	...	...	...	...	29	...	...	29	0 12	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools	Boys	4	13	36	49	49	45	...	...	...	...	78	...	...	78	1 9	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools		4	13	36	49	49	45	...	...	...	...	78	...	...	78	1 9	...
	Total, Day and Night Schools.	Boys	1,150	16,022	69,456	85,472	87,771	64,154	1,282	...	8,907	22,743	4,83,235	28,083	13,548	7,06,797	9 3	...
		Girls	142	1,948	15,378	17,326	16,618	11,233	300	...	5,388	47	1,34,577	10,543	5,100	1,55,955	9 6	...
	Total, Day and Night Schools.		1,292	17,970	84,834	1,02,798	99,309	75,387	1,582	...	14,295	22,790	5,20,812	38,626	20,648	8,15,752	9 3	...
	SOUTHERN DIVISION.																	
	Day Schools.																	
Kolhapur	Native States	Boys	429	592	21,412	22,004	22,004	17,121	...	...	...	777	1,03,343	...	...	1,04,120	4 11	4 11
		Girls	30	79	1,652	1,731	1,624	1,056	...	...	...	...	12,463	...	...	12,463	7 11	7 11
	Aided	Boys	24	303	1,867	2,170	2,001	1,750	...	...	36	13,112	300	...	...	13,448	6 [illegible]	6 8
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools.	Boys	453	895	23,279	24,204	24,005	18,871	...	...	36	13,889	1,03,643	...	...	1,17,628	4 14	4 8
		Girls	30	79	1,652	1,731	1,624	1,056	...	...	...	...	12,463	...	...	12,463	7 11	7 11
	Total, Day Schools		483	1,064	24,871	25,935	25,629	19,927	...	...	36	13,889	1,16,106	...	...	1,30,091	5 1	4 8
	Night Schools																	
	Native States	Boys	3	...	88	88	85	58	...	...	...	...	237	...	...	237	3 13	3 13
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools.	Boys	3	...	88	88	85	58	...	...	...	...	237	...	...	237	3 13	3 13
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day and Night Schools.		486	1,064	25,959	26,023	25,714	19,985	...	...	36	13,889	1,16,343	...	...	1,30,328	5 1	4 8
Kolhapur Agency (Vishalgad.)	*Day Schools.*																	
	Native States	Boys	6	13	348	363	350	268	...	...	...	30	2,567	...	...	2,597	7 11	7 9
		Girls	1	...	57	57	53	47	...	...	...	...	588	...	...	588	11 2	11 2
	Total, Day Schools		7	13	405	420	403	315	...	...	...	30	3,155	...	...	3,185	8 2	8 1
Kolhapur Agency (Kalasgunj.)	*Day Schools.*																	
	Native States	Boys	16	82	903	985	771	743	...	...	...	...	8,355	...	...	8,355	10 14	10 14
		Girls	2	1	109	110	90	90	...	...	...	...	1,140	...	...	1,140	11 8	11 8
	Aided	Boys	10	5	269	274	248	230	...	...	...	...	1,148	...	...	1,148	4 10	4 10
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools.	Boys	26	87	1,172	1,259	1,019	973	...	...	...	...	9,503	...	...	9,503	9 5	9 5
		Girls	2	1	109	110	90	90	...	...	...	...	1,140	...	...	1,140	11 8	11 8
	Total, Day Schools		28	88	1,279	1,367	1,118	1,063	...	...	...	...	10,643	...	...	10,643	9 8	9 8
	Night Schools.																	
	Native States	Boys	1	...	16	16	6	5	...	...	...	...	58	...	...	58	9 11	9 11
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools		1	...	16	16	6	5	...	...	...	...	58	...	...	58	9 11	9 11
	Total, Day and Night Schools.		29	88	1,295	1,383	1,124	1,074	...	...	...	...	10,711	...	...	10,711	9 8	9 8

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922. Upper Stage.	Primary	Lower Stage.	Primary	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each pupil. Total Cost.	Cost to State.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Southern Division—*continued.*																		
	Day Schools.																		
S.M.Agency, Multai.	Native States ... Boys	28	13	1,195	1,208	1,160	981	...	6,095	...	45	1,211	...	...	7,261	6 4	1 1
	Native States ... Girls	2	...	118	118	112	72	...	782	...	...	130	...	...	912	8 2	1 5
	Total, Day Schools ...	30	13	1,313	1,326	1,272	1,053	...	6,877	...	45	1,341	...	...	8,093	6 7	1 1
	Day Schools.																		
S.M.Agency, Jamkhandi.	Native States ... Boys	74	244	4,081	4,330	4,251	3,322	...	...	...	...	39,505	...	...	39,505	9 4	9 4
	Native States ... Girls	4	16	381	397	400	295	...	...	...	...	2,896	...	...	2,896	7 2	7 2
	Total, Day Schools ...	78	260	4,467	4,727	4,661	3,617	...	...	...	...	42,191	...	...	42,191	9 1	9 1
	Day Schools.																		
S.M.Agency, Sangli.	Native States ... Boys	143	694	5,015	5,709	9,591	6,870	...	15,370	1,414	...	43,896	...	...	60,281	6 0	4 12
	Native States ... Girls	10	51	1,158	1,209	1,173	783	...	...	296	...	7,925	...	...	8,221	7 1	6 12
	Aided ... Boys	2	..	17	17	16	11	...	...	...	...	90	...	...	90	5 10	5 10
	Aided ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools ... Boys	145	694	9,032	9,726	9,224	6,881	...	15,370	1,414	...	43,976	...	...	60,371	6 9	4 12
	Total, Day Schools ... Girls	10	51	1,158	1,209	1,173	783	...	...	296	...	7,925	...	...	8,221	7 1	6 12
	Total, Day Schools ...	155	745	10,190	10,935	10,397	7,664	...	15,370	1,414	...	51,901	...	...	68,579	6 10	5 0
	Night Schools.																		
	Native States ... Boys	1	...	23	33	30	10	...	...	...	...	91	...	...	91	3 1	3 1
	Native States ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day and Night Schools ...	156	745	10,213	10,968	10,427	7,674	...	15,370	1,414	...	51,992	...	...	68,670	6 10	5 0
	Day Schools.																		
S.M.Agency, Sahoor.	Native States ... Boys	14	61	781	842	807	556	...	...	...	...	4,417	...	...	4,417	7 8	7 8
	Native States ... Girls	2	3	187	190	190	147	...	...	...	...	1,064	...	...	1,064	5 8	5 8
	Total, Day Schools ...	16	64	968	1,032	997	705	...	...	...	...	5,481	...	...	5,481	5 8	5 8
	Day Schools.																		
S.M.Agency, Jath and Dafagar.	Native States ... Boys	27	90	1,225	1,315	1,302	960	...	5,451	...	...	5,451	...	...	10,902	8 6	4 3
	Native States ... Girls	1	..	70	70	63	44	...	205	...	...	205	...	...	410	6 8	3 4
	Total, Day Schools ...	28	90	1,295	1,385	1,365	1,004	...	5,656	...	...	5,656	...	...	11,312	8 5	4 2
	Day Schools.																		
S.M.Agency, Sandur.	Native States ... Boys	24	228	1,591	1,819	1,775	1,424	...	...	...	...	10,610	...	...	10,610	6 0	6 0
	Native States ... Girls	2	...	184	184	183	141	...	...	...	...	1,702	...	...	1,702	9 5	9 5
	Total, Day Schools ...	26	228	1,775	2,003	1,958	1,565	...	...	...	...	12,312	...	...	12,312	6 5	6 5
	Night Schools.																		
	Native States ... Boys	2	...	59	59	55	55	...	...	...	...	96	...	...	96	1 12	1 12
	Native States ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	2	...	59	59	55	55	...	...	...	...	96	...	...	96	1 12	1 12
	Total, Day and Night Schools ...	28	228	1,834	2,062	2,013	1,620	...	...	...	...	12,408	...	...	12,408	6 3	6 3

SUBSIDIARY FORM Nos. 4 and 5—*concluded.*

State.	Name or Class of Institution.		Number of Institutions.	Number of Pupils of the Rolls on 31st March 1922. Upper Stage.	Primary. Lower Stage.	Primary. Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to State.
1	2		3	4	4a	4b	5	6	7.	8	9	10	11	12	13	14	15	16
	Southern Division—*continued.*								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	Day Schools.																	
	Native States	Boys	65	329	3,734	4,063	3,995	3,374	...	3,075	...	1,491	19,910	...	2	24,478	6 1	4 12
		Girls	10	5	542	547	545	414	...	625	...	...	3,355	...	...	3,980	7 2	6 0
	Aided	Boys	1	7	25	32	30	29	...	...	...	...	56	...	...	56	1 14	1 14
S.M. Agency, Mirzapur and sector.		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Schools. Day	Boys	66	336	3,759	4,095	4,025	3,403	...	3,075	...	1,491	19,966	...	2	24,534	6 1	4 12
		Girls	10	5	542	547	545	414	...	625	...	...	3,355	...	...	3,980	7 2	6 0
	Total Day Schools		76	341	4,301	4,642	4,570	3,817	...	3,700	...	1,491	23,321	...	2	28,114	6 2	4 14
	Day Schools.																	
	Native States	Boys	31	113	1,896	2,009	1,908	1,882	...	...	...	4	17,696	...	...	17,700	9 9	9 9
		Girls	3	...	162	162	150	112	...	...	...	...	1,612	...	...	1,612	6 12	6 12
	Aided	Boys	6	...	176	176	171	127	...	...	...	...	462	...	...	462	2 12	2 12
S.M. Agency, Kurar and Jaunpur and sector.		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Schools. Day	Boys	37	113	2,072	2,185	2,079	2,009	...	...	...	4	19,178	...	...	19,187	9 4	9 4
		Girls	3	...	162	162	150	112	...	...	...	...	1,612	...	...	1,612	6 12	6 12
	Total, Day Schools		40	113	2,234	2,347	2,229	2,021	...	...	...	4	14,190	...	...	14,194	6 5	6 5
	Day Schools.																	
	Native States	Boys	848	3,461	36,184	39,645	37,544	36,712	...	30,331	1,018	2,347	2,50,855	...	2	2,84,755	6 0	5 4
		Girls	67	155	4,620	4,775	4,500	3,201	...	1,502	396	...	32,370	...	...	34,268	7 8	7 1
	Aided	Boys	43	46	2,254	2,300	2,402	2,153	...	...	16	15,112	2,176	...	...	15,304	6 3	6 14
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Schools. Day	Boys	891	3,506	38,438	41,944	39,946	38,865	...	30,331	1,034	15,459	2,53,031	...	2	3,00,057	6 0	5 1
		Girls	67	155	4,620	4,775	4,500	3,201	...	1,502	396	...	32,370	...	...	34,268	7 5	7 1
Allahabad, Sadiya and Divisions.	Total, Day Schools		958	3,661	43,058	46,719	44,446	42,066	...	32,123	1,430	15,459	2,85,401	...	2	3,34,325	6 2	5 4
	Night Schools.																	
	Native States	Boys	9	...	106	106	176	128	...	...	...	...	482	...	...	482	2 12	2 12
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools		9	...	106	106	176	128	...	...	...	...	482	...	...	482	2 12	2 12
	Total, Day and Night Schools		967	3,661	43,164	46,825	44,622	42,194	...	32,123	1,430	15,459	2,85,883	...	2	3,34,807	6 2	5 1
	Sind. *Day Schools.*																	
	Native States	Boys	84	286	3,428	3,714	3,500	3,714	...	...	...	...	36,269	...	...	36,269	10 12	10 12
		Girls	8	...	274	274	185	149	...	...	...	...	1,884	...	...	1,884	10 2	10 2
	Aided	Boys	34	12	974	986	681	384	...	...	...	...	1,912	...	...	1,912	2 12	2 12
Sind (Khairpur State).		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Schools. Day	Boys	118	298	4,402	4,700	4,081	3,098	...	...	...	...	38,268	...	...	38,268	10 9	10 9
		Girls	8	...	274	274	185	149	...	...	...	...	1,884	...	...	1,884	10 2	10 2
	Total, Day Schools		126	298	4,676	4,974	4,266	3,247	...	...	...	...	40,052	...	...	40,052	9 7	9 7
	Grand Total Day and Night Schools for Boys and Girls		2,449	26,171	207,061	228,852	220,502	167,012	6,247	92,378	18,745	54,926	15,40,314	53,426	24,824	17,20,860	8 2	7 0

SUBSIDIARY FORM No. 6.

Statist[illegible] of Schools for Special or Technical Training for the official year 1921-22.

State.	Name of Class	Number of Institutions.	Number of pupils on the rolls on 31st March 1922.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Income of Native States.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost of Educating each Pupil. Public Cost.	Cost to State.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	TRAINING SCHOOLS.														
	Native States.														
Jamnagar	Hunter Male Training School, Rajkot	1	74	12	13	...	...	...	92	10,843	...	5,247	16,172	260 4	...
Kolhapur	Training School, Kolhapur	1	12	10	8	...	...	...	...	1,680	...	...	1,680	168 0	168 0
	Total, Training Schools	2	86	62	71	...	...	...	92	18,523	...	5,247	20,852	254 5	226 14
	TRAINING COLLEGE FOR FEMALES.														
	Native States.														
Gondwal	Burton Female Training School, Rajkot	1	71	56	55	...	...	...	2	12,464	1,866	250	14,582	261 9	215 4
		1	71	56	55	...	...	...	2	12,464	1,866	250	14,582	261 9	215 4
	TECHNICAL AND INDUSTRIAL SCHOOLS FOR MALES.														
	Native States.														
Sawantwadi	Technical School	1	12	12	7	...	...		...	1,297	...	115	1,412	117 6	108 1
Cutch	Industrial School	1	20	23	20	...	...		...	984	...	...	984	49 12	.....
Kolhapur	Technical School	1	44	43	26	...	...	...	...	6,280	...	...	6,280	146 1	146 1
	Delhi Darbar School	1	13	10	11	...	...	...	75	898	...		973	84 1	49 14
	Satya Shodhak School	1	30	8	9	...	...	...	...	300	...		300	37 8	37 8
Tadpak sangli (Kolhapur).	Carpentry School	1	51	48	36	...	...	...	...	200	...	...	200	4 6	4 6
Kolhapur State.	Industrial School	1	124	116	74	...	...	...	...	8,600	...	...	8,600	74 15	74 15
		7	288	258	184	...	...	...	75	18,063	...	115	18,853	70 6	60 10
	COMMERCIAL SCHOOLS CLASSES FOR MALES.														
Kathiawad	Commercial Class, [illegible]	1	13	13	13	...	...	...	...	1,036	...	204	1,240	95 6	.....
	Commercial Class, [illegible]	(1)	22 (95)	15 (70)	14 (59)	...	...	...	...	...	...	...	...	.....	.....
Cambay	Cambay High School	(1)	(17)	(16)	(14)	...	...	...	...	...	...	...	...	.....	.....
		1 (2)	37 (117)	28 (86)	27 (73)	...	...	...	...	1,036	...	204	1,240	10 14	9 1
	OTHER SCHOOLS.														
	A.—DRAWING CLASSES.														
	Native States.														
Baroda	Modhoji High School	(1)	(155)	(173)	(124)	...	...	...	...	...	...	...	...	.....	.....
	S. S. High School, A[illegible]	(1)	(48)	(30)	(30)	...	...	...	...	...	...	...	...	.....	.....
Cambay	Cambay High School	(1)	(336)	(277)	(246)	...	...	...	...	848	...	...	848	3 0	.....
Baroda Agency	Dharampur do.	(1)	(105)	(124)	(95)	...	...	...	...	517	...	...	517	4 0	.....
Rewa Kantha	Nandod do.	(1)	(948)	(857)	(299)	...	...	...	...	...	...	...	...	.....	.....
Palanpur	Palanpur High School									Not supplied.					

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SUBSIDIARY FORM No. 6—*concluded.*

State.	Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on the last day of the month.	Average monthly number.	Average daily attendance.	Expenditure. Provincial revenues.	Local funds.	Municipal funds.	Fees.	Receipts of Native States.	Total.	Annual Cost of educating each pupil. Total cost.	Cost to state.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
	OTHER SCHOOLS—*continued.*												
	DRAWING CLASSES—*continued.*												
	Native States—continued.												
	Aliwal High School, Rajkot	(1)	1 (29)	1 (29)	1 (18)	—	—	—	—	—			
	Hunter Male Training College, Rajkot	(1)	(74)	(72)	(65)	—	—	—	—	—			
	Parlon Female Training College, Rajkot	(1)	(71)	(56)	(55)	—	—	—	—	—			
Mahiwadi	Jawanpur High School	(1)	(26)	(20)	(19)	—	—	—	—	1,324	1,324	44 8	—
	Gondal Drawing and Modelling Class	1	94	84	21	—	—	—	95	1,140	1,235	11 11	—
	Ajitsinhji Drawing Class High School, Dhrangadhra	(1)	(445)	(447)	(389)	—	—	—	—	540	540	1 3	—
	Drawing Class attached to Dai Saheb Da Middle school, Halwad	(1)	(232)	(206)	(177)	—	—	—	—	720	720	4 0	—
	Jamkhandi High School	(1)	(154)	(147)	(139)								
	Sangli do.	(1)	(344)	(307)	(270)								
	Miraj do.	(1)	(116)	(105)	(110)								
	A. V. School, Sunadra	(1)	(130)	(128)	(108)								
	Do. Ichalkaranji	(1)	(63)	(19)	(36)								
R.M.C.	Shahapur High School	(1)	* (108)	(102)	(104)	Expenditure included in that of the school.							
	A. V. School, Kurundwad	(1)	(90)	(96)	(30)								
	Drawing Class attached to Vernacular Schools, Ichalkaranji girls School	(1)	(14)	(12)	(10)								
	Do. Boy's Schools	(1)	(154)	(116)	(135)								
	Total		2	2	2	—	—	—	95	4,805	5,140	1 11	1 9
			(9)	(3,009)	(4,009)	(2,612)							
	Added.												
Baroda Agency	S. J. J. School, Nawari	(1)	(126)	(149)	(125)	261	—	—	—	—	261	2 0	2 0
	Total A, Drawing Classes	1	2	2	2	261	—	—	95	4,805	5,400	1 13	1 8
		(21)	(3,187)	(3,155)	(1,787)								
	B.—MISCELLANEOUS.												
	SANSKRIT, ARABIC, ETC., SCHOOLS												
	Native States.												
Rewa Kantha	Kathed Sanskrit Pathshala	1	45	19	37	—	—	—	—	600	600	16 0	—
	Lunawada do.	1	23	16	17	—	—	—	—	1,008	1,008	—	—
Cutch	Bhuj do.	1	25	29	20	—	—	—	—	917	917	34 3	—
Rajpipla (S.M.C.)	Sanskrit Schools	3	74	72	66	—	—	—	—	1,304	930	47 10	—
Sawantwadi	Do. Ichalkaranji	1	13	11	13	—	—	—	—	1,023	1,023	95 0	—
Agency.													
Miraj Senior (S.M.C.)	Pathshalas and Vedathala	2	17	11	11	—	—	—	—	187	173	15 7	15 7
Kolhapur	Shri Shivaji Kshatriya Vedic School	1	51	43	41	—	—	—	—		187	37 0	37 0
Do.	Arabic school, Kolhapur	1	61	57	45	—	—	—	—	3,100			
Khairpur State (Sind).	Arabic School	1	3	3	3	—	—	—	—	100	3,100	91 12	91 12
										710	300	2 1	2 1
											710	236 10	236 10
	Total	14	313	261	263	—	—	—	—	8,749	8,923	28 3	26 4
	MUSIC SCHOOLS.												
Sawantwadi	Music Class	(1)	(31)	(34)	(23)	—	—	—	—	99	99	2 10	2 10
	Total, B Native States	14	313	261	263	—	—	—	—	8,848	9,022	27 12	27 12
		(1)	(31)	(34)	(23)								
	Added.												
Cutch	Mahomedan School, Bhuj	1	25	29	16	—	—	—	—	276	271	29 6	—
Mora (Sunthi)	Harijan Sanskrit School	1	18	18	17	—	—	—	—	73	73	4 3	4 3
	Total	2	43	47	33	—	—	—	—	349	344	34 1	4 3
	Unaided.												
Rewa Kantha	Chanod Sanskrit Pathshala	1	12	9	12	—	—	—	—		120	3 0	—
	Total, other Schools A and B	19	429	428	350	261	—	—	95	13,927	13,927	4 3	2 14
		(21)	(3,216)	(3,166)	(2,701)								
	Total School Education Special	39	905	864	867	261	—	—	224	94,602	70,604	17 1	15 10
		(24)	(3,240)	(3,217)	(2,833)								

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